Saskatchewan
Education

Annual Report
1985-86

Saskatchewan
Education

87-04790/

The eighty-first annual report of Saskatchewan Education

for the period from
July 1, 1985 to June 30, 1986

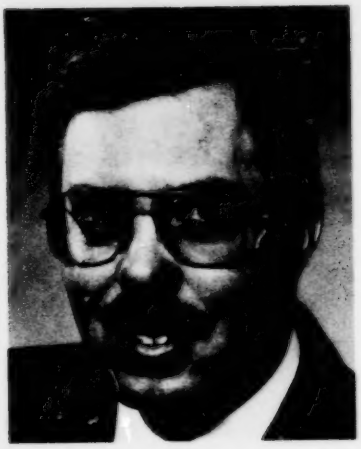
Letters of Transmittal

The Honourable F. W. Johnson,
Lieutenant Governor,
Province of Saskatchewan.

Sir:

I have the honour of submitting the annual report of Saskatchewan Education for the year ended June 30, 1986.

Respectfully submitted,



Lorne H. Hepworth
Minister of Education

The Honourable Lorne H. Hepworth,
Minister of Education,
Regina, Saskatchewan.

Sir:

I have the honour of submitting the annual report of Saskatchewan Education for the year ended June 30, 1986.

Respectfully submitted,

Rod A. Wickstrom,
Deputy Minister of Education

Deputy Minister's Message

During 1985-86, Saskatchewan Education was again involved in a wide variety of both maintenance-oriented and change-oriented activities. The goal, as always, was to support quality education for the province's youth.

Without doubt, the program which gained the greatest degree of attention was the **Education Development Fund**. Created in April 1985, the fund was designed as a vehicle for developing significant initiatives to improve the quality of education. Hundreds of projects were approved in school divisions throughout the province in such areas as improving learning resources, increasing efficiency efforts, and developing special programs for computer education, guidance, dropout prevention, and enrichment.

Underlying major development activity was *Directions*, the report of the Curriculum and Instruction Review Committee, completed in 1984. Among continuing efforts to implement recommendations of that report could be included the publication and subsequent public discussion phase of core curriculum proposals, a major "Stay in School" media campaign, and establishment of pilot sites to test a new school improvement program.

Curriculum development work continued in initiating or revising courses in such areas as health education, home economics, computer literacy, social studies, and mathematics and science. Assistance was given to community groups and school divisions interested in developing heritage language instruction. Background research was initiated on common essential learnings, in anticipation of required actions arising from core curriculum decisions.

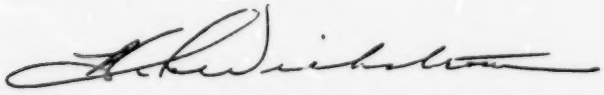
A multitude of support services continued to function within Saskatchewan Education. The Resource Centre processed over 13,000 requests for professional materials; over 700 teacher evaluators were involved in assessing suitability of textbooks, films, and other instructional materials; school telecasts were arranged; hundreds of inservice education workshops were conducted; more than 7,000 students took correspondence courses; over 100,000 student transcripts were issued; consultative services were provided for special education, driver education, alcohol and drug education, and gifted education; teacher certificates were issued; land transfers were made from one school division to another; and approximately 27,000 provincial grade 12 examinations were marked.

Indian and Metis education continued to be a priority. Support materials were developed or integrated into existing programs in social studies, language arts, and health. Increasing interest in program development for this sector of our student population was also evidenced by many locally initiated activities.

French education programs again experienced significant growth, as enrolment in Francophone programs increased by 3.2 per cent, in immersion programs by 26.6 per cent, and in core French by 15.9 per cent. Extensive curriculum and resource development was also completed in language arts, mathematics, science, social studies, and music.

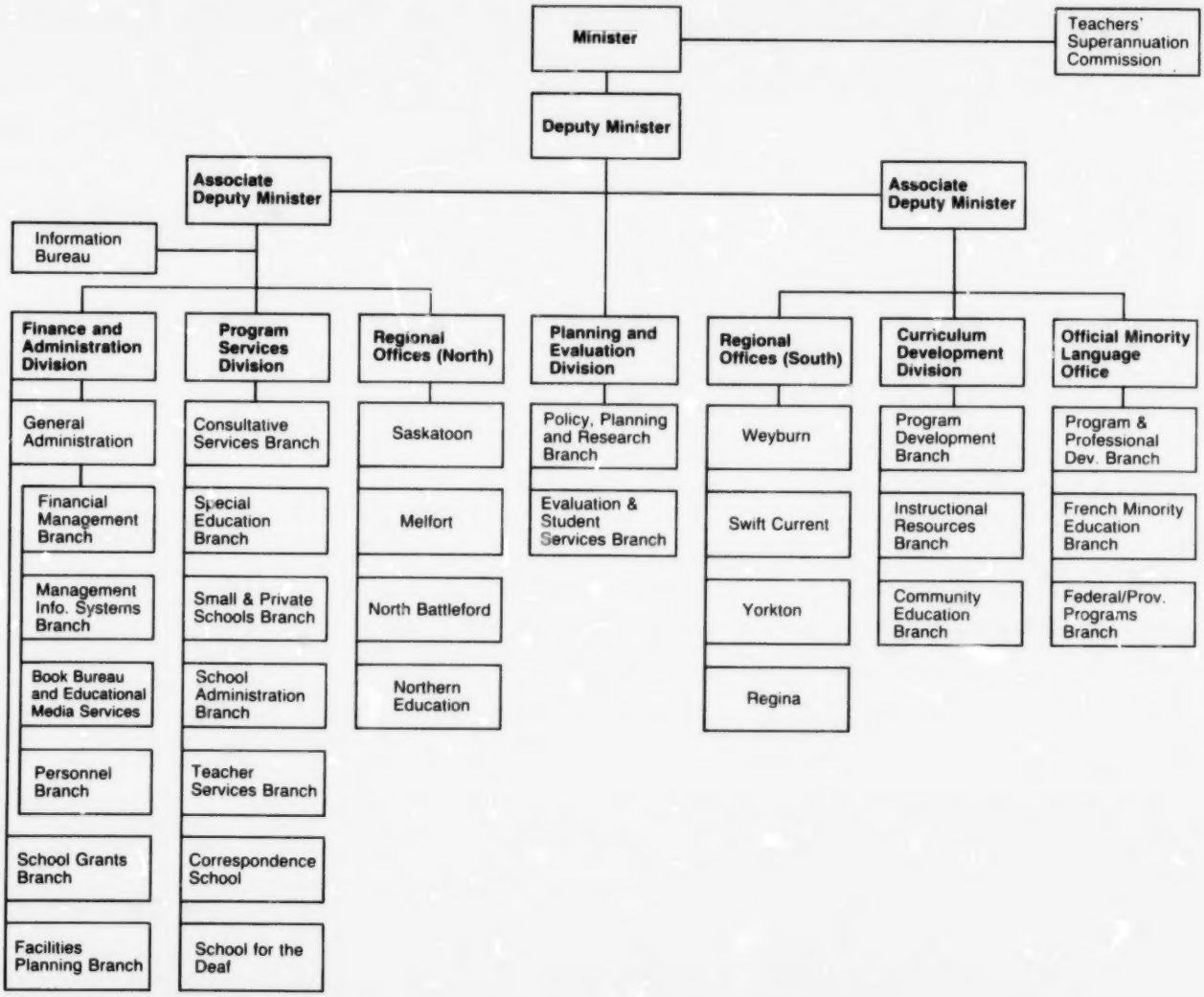
Since the actual delivery of programs is the responsibility of school divisions, funding arrangements are a key activity of Saskatchewan Education. Some 166 school construction projects were approved during 1985-86, at a total estimated cost of over $77 million, while operating grants to school divisions totalled almost $350 million.

Provision of educational services, in co-operation with school divisions and other educational groups, involved Saskatchewan Education in a wide variety of activities during 1985-86. This report contains an outline of many such initiatives.



Rod A. Wickstrom,
Deputy Minister

Department Organization



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Education Development Fund

The First Year

In the 1985 Budget Speech, the Minister of Finance announced a five-year priority commitment to the kindergarten to grade 12 education system, including the creation of an **Education Development Fund**. The fund, intended to finance initiatives in the pursuit of education improvement, provided $10 million in its initial year and committed $35 million for each of the next four years.

The general program outline allows for local initiatives and autonomy while ensuring provincial priorities are met in a co-ordinated fashion. The purpose of the fund is to provide a significant thrust to educational improvement within a number of broad priorities.

Several principles provide the framework for operation of the fund:

- Initiatives recognize and facilitate the meeting of local needs, priorities and governance; however, improvement in areas of provincial priority must also be accommodated. Therefore co-operative provincial-local efforts are encouraged.
- Existing accountability mechanisms will ensure available funds are used effectively.
- Initiatives should be pursued to improve the efficiency of the education system.
- Initiatives taken at the provincial and local level should be consistent with the blueprint for educational improvement outlined in *Directions*.
- Boards of education will be encouraged to develop and enunciate educational goals and objectives with appropriate long range plans.

Administration

During the initial year of the program, $9.2 million was directed to school divisions in the form of grants with a further $33.2 million allocated after April 1, 1986. In this same time period $800,000 was assigned to Saskatchewan Education for use in provincially supported initiatives or for distribution to other educational agencies supporting activities designed to meet *Directions* recommendations. The operation of the fund became a joint responsibility of local school division officials and the regional directors of education. This required the development of a strong consultative network which is beneficial to other collaborative activities.

Administrative procedures were established to keep the process as simple as possible while ensuring programs were carefully developed and monitored. The opportunity for input from various educational participants continued as a priority. To assist boards, staff and administrators to develop programs and receive approvals with little delay, an administrative manual with appropriate application forms was developed and distributed to all boards of education.

Grants to School Divisions

Funds are available to school divisions through the **Education Development Fund** in three categories:

- Learning Resources — approximately 25 per cent of the fund is available for library and resource centre acquisitions, computers and other technological purchases. These expenditures are generally of a "non-recurring" nature. These funds are distributed to school divisions on a per pupil basis, using a simple formula which compensates smaller school divisions for lower enrolment.
- Efficiency Measures — approximately 20 per cent of the fund is allocated for those programs with a definite potential for cost benefits over a specified period of years. The grant is intended to offset "up-front" expenditures necessary in this type of undertaking. These funds are distributed on a per pupil basis. They are used for programs such as energy conservation, program cost reduction initiatives, maintenance and shared services with other school divisions.
- Program Improvement Initiatives — approximately 55 per cent of the fund is allocated to school divisions to support efforts to improve educational program quality in one or more of the following areas:
  - implementing school effectiveness and *Directions* recommendations;
  - development of basic skills;
  - preparation for life (e.g. adult goals, consumer education, career counselling, workplace readiness);
  - dropout prevention/attendance improvement;
  - gifted education programs; and,
  - community responsiveness.

During the first year of the program $9.2 million was distributed to boards of education strictly on the basis of the equity provisions in the Foundation Grant Formula.

Certain concerns were raised during a series of meetings held early in 1986 for the purpose of evaluating and discussing

experiences of boards and administration to that date.

One concern identified an imbalance which occurred because of the existing formula. Consequently, for the second year of the program, a formula was implemented incorporating the features of both the per pupil and Foundation Grant equalization factors.

Projects

The following summary of approved projects represents the priorities which boards addressed through the **Education Development Fund** during the first school year (September 1, 1985 to June 30, 1986):

- computer programs — purchase of hardware and software for computer literacy or computer-assisted learning

  145 projects — $2,848,506;
- special education

  46 projects — $598,898;
- gifted (enriched)

  51 projects — $648,456;
- guidance and career counselling

  51 projects — $832,125;
- dropout prevention

  52 projects — $837,142;
- miscellaneous programs (rural home economics, expanded industrial arts, business education)

  68 projects — $962,596;
- Indian and Metis education

  15 projects — $182,574;
- basic skills

  24 projects — $267,760;
- resource centre development

  115 projects — $2,038,942;
- purchase of audio visual equipment

  33 projects — $247,738;
- inservice education — community and staff involvement

  96 projects — $608,718;
- improvement of physical learning environment

  23 projects — $417,169;
- office computer (efficiency)

  43 projects — $690,280;
- energy conservation — buildings

  95 projects — $1,297,550; and,
- energy conservation — buses

  8 projects — $128,800.

In total, 865 projects were funded with a total value of $12,607,254.

Provincial Initiatives

The following program summary represents Saskatchewan Education initiatives undertaken to implement *Directions* recommendations with **Education Development Fund** support:

- *Directions* communication and co-ordination and **Education Development Fund** promotion:
  The *Directions* Conference held in October 1985 was co-sponsored by Saskatchewan Education and attracted national and international attention to Saskatchewan's educational initiatives.
  $33,000
- Improved Delivery Systems — Alternative and Distance Education:
  Computer software and hardware were purchased, Educational Media Services was upgraded, and a toll-free telephone service was provided to students of the Correspondence School.
  $281,000
- Learning Resource Centre Development:
  Guidelines were developed for the improvement of learning resource centres in Saskatchewan schools.
  $44,000
- Instructional Development and Research Unit:
  Support was given to this University of Regina-based unit designed to assist school divisions in improving instructional strategies.
  $46,000
- Leadership Improvement Program:
  Support was given to this University of Saskatchewan-based unit designed to assist school division personnel to improve leadership skills.
  $50,000
- Evaluation and Monitoring:
  Standardized tests were administered to students in grades 4, 7 and 10. The quality of grade 12 examinations was improved and a curriculum needs assessment was initiated.
  $159,500
- Core Curriculum Development:
  The public phase of the core curriculum policy development was completed and research began in development of the common essential learnings.
  $73,500

- Collaborative Planning and School Improvement:
  Implementation of the School Improvement Program began in 14 Saskatchewan schools. Support personnel provided in-depth inservice education to school-based staff. They continue to assist with the implementation of the school improvement model.
  $32,000
- Program Policy:
  The department initiated a policy development and review project which will continue next year and culminate with a comprehensive policy and regulation register.
  $41,000
- Regional Office Support Services:
  Resources were made available to regional offices to facilitate initiatives related to the **Education Development Fund**.
  $40,000

Directions — A Focus

During 1985-86, a major focus for on-going activities of the department was provided by *Directions*, the final report of the Curriculum and Instruction Review Committee.

The **Education Development Fund** provided further impetus to *Directions* activity at both the local and provincial level. The *Directions* Co-ordinating Council, made up of representatives of the major educational stakeholders in the province, continued to provide advice on follow-up activities.

Numerous developments which took place during the year, are highlighted below.

Curriculum

Policy proposals developed by the Core Curriculum Advisory Committee were distributed in January 1986. An extensive series of public meetings was held in school divisions throughout the province as a means of explaining the proposals and obtaining reaction.

More than 15,000 written responses were received by June 1986, when a symposium of parent, student, educator, business and labour representatives was held. The symposium reviewed reactions and attempted to reach consensus on proposal recommendations.

During the year an advisory committee was also established to review program considerations in the technical/vocational area and in comprehensive schools. A report is anticipated in the fall of 1986.

The department, in co-operation with Saskatchewan Advanced Education and Manpower, held an articulation seminar in the spring of 1986, to begin the process of improving articulation of the kindergarten to grade 12 system with post-secondary education and the workplace.

Special Needs

Indian/Metis materials were developed to support curricula in language arts, social studies, and visual arts. Indian/Metis curriculum developers also were involved in all major curriculum projects, to include appropriate topics and material for all Saskatchewan students.

Saskatchewan Education sponsored a media campaign entitled *Stay in School*, in an effort to encourage potential early school-leavers to continue their education. Using **Education Development Fund** support, a number of school divisions initiated programs aimed at retaining potential early leavers.

Programs for gifted students flourished during the year, with over 40 school divisions initiating or extending programs.

Saskatchewan School Improvement Program

The School Improvement Program was established by Saskatchewan Education in response to *Directions* recommendations numbers 4 and 13 which address local school environment and collaborative planning processes. Its purpose is to build the capacity for improvement at the school level so Saskatchewan schools are putting into action the "best" practices to ensure student learning and success.

Since November 1985, a 15-member committee has been involved in the design and development phase. The products of this phase were a Saskatchewan School Improvement Model, communications materials, a facilitator inservice education package, and a school improvement resource manual for schools. The School Improvement Program will be established in a limited number of schools during the initiation phase. September 1986 to June 1987 has been designated as a trial period for the program. Fourteen sites have been selected to participate during this period.

School Library Services

Directions, the report of the Curriculum and Instruction Review Committee, emphasized the important role school libraries play in the educational program. Saskatchewan Education assumed a leadership role in implementing *Directions* recommendations concerning school library development.

A Learning Resource Centre Services Advisory Committee was established to provide direction for the improvement of school libraries across the province. Committee members represented many sectors of the educational community including the League of Educational Administrators, Directors and Superintendents; University of Saskatchewan; University of Regina; Saskatchewan Teachers' Federation; Saskatchewan Library, and Saskatchewan Education. The committee's mandate is to make recommendations concerning the role and function of the school library.

Setting priorities and planning effectively are important to the success of any school library. To aid in the process, a school library needs assessment seminar was held in January 1986. At this seminar 60 individuals were trained as field consultants. These individuals are now able to assist local school jurisdictions identify the need for school library services and develop short or long term plans to recognize, develop and monitor effective school library services. Regional curriculum co-ordinators are responsible for organizing school library needs assessment seminars.

1985 Testing Program

In the fall of 1985, Saskatchewan Education contracted with the Bureau of Field Services, University of Saskatchewan to administer appropriate levels of the Canadian Tests of Basic Skills, Form 5 (CTBS) to a random sample

of 10 per cent of classrooms (5,628 students) in grades 4, 7, and 10.

Students in grades 4 and 7 were tested in vocabulary, reading, language, and mathematics skills. Grade 10 students were given tests in reading, mathematics, written expression, and using sources of information. In a random sample of five per cent of the grade 10 classrooms, 608 students were given the reading, English expression, mathematics computation, and mathematics basic concepts tests from the Sequential Tests of Educational Progress, Series II, Form 2A (STEP).

Three major objectives were to:

- assess the obtained results of tests as compared with performance of normative groups;
- develop Saskatchewan norms for tests administered to the 10 per cent of the classrooms in grades 4, 7, and 10; and,
- assess and compare the 1985 results with those obtained in 1978 and 1958.

Grade 4 students scored higher than the national norm group in all areas: vocabulary, reading, spelling, capitalization, punctuation, language usage, mathematical concepts, problem solving and mathematical computation. At the grade 7 level, students achieved above or equal to the national norm in all areas except mathematical problem solving.

Grade 10 students in Saskatchewan scored higher than the national norm group on all tests: reading, mathematics, written expression, and using information sources.

A detailed examination of the CTBS revealed the tests were reliable and had an adequate amount of content validity. This meant they had the potential to measure students' skills with reasonable accuracy.

Subsequently, provincial norms for CTBS tests administered in 1985 to grades 4, 7, 10 students, were established.

The comparison of grades 4 and 7 students on all the subtests of the Canadian Tests of Basic Skills in 1985, 1978, and 1958 were estimates and should be interpreted with some caution. These tests contained different items and were used on different student populations.

In 1985, grade 4 students achieved higher scores than students in 1978 in punctuation and mathematics concepts. On the remaining tests, the achievement of the 1985 sample was between one and three grade-equivalent months lower.

Compared to the 1978 median grade-equivalent, the 1985 grade 7 student sample scored lower on all tests, as did the Saskatchewan 1985 grade 10 student sample on the STEP tests. However, on the reading and mathematics basic concepts of the STEP tests, there was no significant difference between means of the 1985 Saskatchewan samples and grade 10 norms.

Core Public Phase

The Core Curriculum Policy Advisory Committee presented its report, *Program Policy Proposals*, to the Minister in January 1986.

Upon release of the report, the Minister of Education announced there would be a period of public reaction to the report. Discussions with groups and individuals were planned to raise public awareness of the proposals and solicit response to the report.

Consultations were designed to obtain reactions from parents, students, teachers, school administrators, the universities and other post-secondary institutions, business, labour and industry, and other members of the public.

Following announcement of the public phase, Saskatchewan Education prepared a response booklet summarizing the proposed changes and explaining the difference between the proposals and the present situation. The proposals were organized under 10 topics:

1. common essential learnings
2. required areas of study
3. percentage of time given to locally and provincially determined components of the program
4. the adaptive component
5. the kindergarten program
6. the grades 1 to 5 program
7. the grades 6 to 9 program
8. credits required for grade 12 graduation
9. the grade 10 program
10. the grades 11 and 12 program.

Meetings were held throughout the province between February and May 1986. Regional offices of education worked with school divisions to plan and conduct meetings. More than 490 leaders throughout the province were provided with information and materials by Saskatchewan Education and the regional offices to enable them to lead the sessions and answer questions on the core curriculum proposals.

Suggestions and concerns expressed in letters and through organizations were included in the database of information collected during the public phase.

Core Symposium

In June 1986, 205 delegates met for a symposium on core curriculum in Saskatoon. The emphasis was to review public response to core curriculum proposals, modify the proposals where agreement could be reached, and provide direction to Saskatchewan Education on further steps in the process of developing the core curriculum.

Plenary sessions provided participants with background information, while small group sessions gave them an opportunity to discuss issues and accept, modify or reject proposals. Unacceptable proposals were modified to reflect the views of both the group members and the public.

A final report of the core curriculum proposals will be made available in 1987.

Core Curriculum

With the release of the Core Curriculum Policy Advisory Committee's report, *Program Policy Proposals*, a plan to investigate the two components of the core curriculum was implemented. Researchers began investigating the common essential learnings to clarify the six categories: communication skills, creative and critical thinking, independent learning, numerical and quantitative literacy, personal and social skills and values and technological literacy.

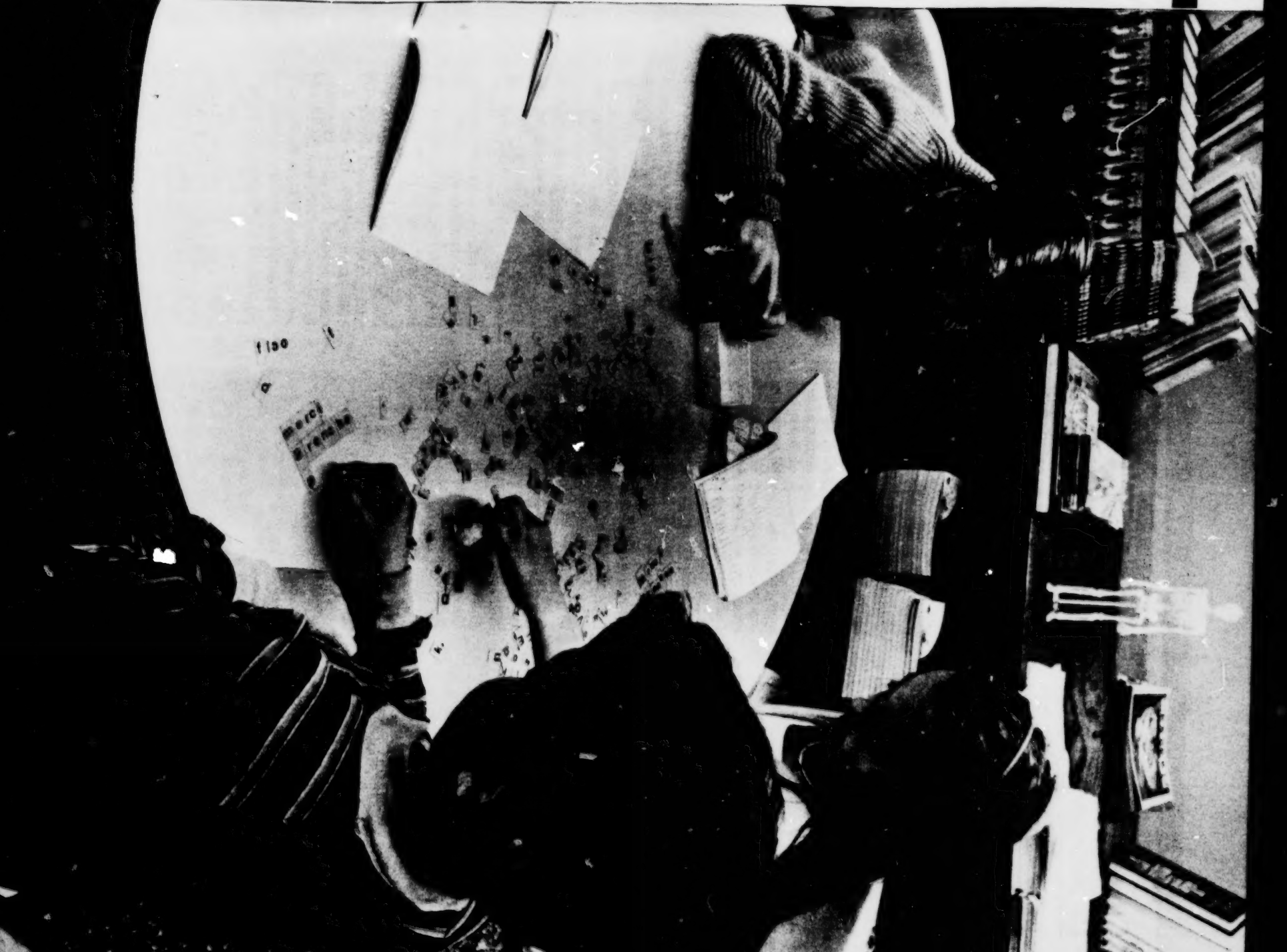
Secondary School Renewal Project

The department initiated a secondary school renewal program which included two projects. These were an assessment of technical and vocational education in Saskatchewan and a review of the philosophy and role of comprehensive schools as a delivery system for a comprehensive educational program.

In 1986, the Minister of Education appointed the Technical Vocational/Comprehensive Schools Review Committee. Its membership included teachers, principals, directors, school trustees, the two universities, the Indian and Metis Curriculum Advisory Committee, community college trustees and federal and provincial governments.

In May 1986, an Articulation Forum: Dialogue in Education, Training and Work was held for over 200 delegates as a jointly sponsored initiative by Saskatchewan Education and Advanced Education and Manpower. The forum served to confirm issues identified by various departments and organizations. These were to raise new and/or additional issues, prioritize issues that need to be resolved and identify strategies and processes to resolve the issues.

Participants included business, industry, labour, provincial and federal governments, community colleges, technical institutes, universities, Education Council, Premier's Youth Advisory Board, and Technical Vocational/ Comprehensive Schools Review Committee, teachers, trustees, directors and superintendents of education.



Curriculum Development

The task of curriculum development is to produce courses of study for use by teachers and students in Saskatchewan schools.

Saskatchewan Education consolidated a number of work units related to curriculum development. This enabled the department to focus on curriculum development and support major curriculum initiatives needed to implement *Directions*.

The implementation of *Directions*, the response to new development needs in science and language arts, and initiatives related to Indian and Metis education, provided for curriculum development activity in 1985-86.

An important feature has been provision for input, reaction and feedback from educators, representatives of various educational organizations and agencies, and the general public.

Aesthetic Education

Aesthetic education program development plans continued during the 1985-86 year. The program underwent an internal assessment to determine whether directions taken were in keeping with recommendations in the 1981 report, *The Fine Arts in Education*, and the 1984 report *Directions*. Appropriate changes were made in work plans for the upcoming year. Development of drama and dance strands continued during 1985-86 and plans made for art and music development to begin in the fall of 1986.

Computer Education

The teacher handbook for computer literacy was completed. Development continued on the grade 12 computer science course and a teacher handbook for keyboarding.

English Language Arts

Updating and authorization of materials and textbooks in English 10, 20, and 30 occurred. Several language arts series were piloted and authorized for use in divisions I and II. A plan for assessment of kindergarten to grade 12 English language arts program was developed. Needs assessment was instigated in the winter of 1986 and continues.

Health Education

Implementation of the revised program for grades 7, 8 and 9 began in about one-third of the province's schools. Implementation will expand to all schools over the next two years. Regional workshop leaders conducted inservice education workshops for teachers. Development work continued on the teacher handbook, evaluation of instructional resources, and program support mechanisms.

Heritage Languages

Field trial editions of curriculum guides and handbooks for grades 1 to 3 bilingual Ukrainian and grades 7 to 12 German were distributed to teachers for reaction and feedback. Work continued on the design of a curriculum guide and handbook for grades 4 to 7 bilingual Ukrainian. Consultative services were provided to school divisions and community groups in the areas of German and Ukrainian language instruction.

The Advisory Committee on Heritage Languages was established to advise the Minister of Education on the provincial role in heritage language instruction. The committee conducted a review of heritage language programs in Saskatchewan and elsewhere, and held a series of public meetings in various Saskatchewan communities. The committee completed its work early in 1986, and the report was distributed for public response.

An agreement for interprovincial co-operation between Alberta, Manitoba and Saskatchewan in the development of bilingual Ukrainian programs was finalized.

Home Economics

The grade 10 course, *Towards Independent Living*, was implemented during the year. New materials and textbooks were reviewed and recommended for use with the course.

Mathematics

Inservice education sessions continued with the grades 10, 11 and 12 algebra and geometry-trigonometry guide. Initial work started on the grades 7, 8, and 9 curriculum guide to improve the flow from kindergarten to grade 12 and upgrade the curriculum guide to the standard of those in grades 1 to 6 and 10 to 12.

Science

Evaluation of science from kindergarten to grade 12 was started. The initial stages included a review of the literature, examination of the present courses, and design of a field study.

Objectives for grade 12 geology were distributed for reaction to all teachers teaching Geology 30 during the 1985-86 school year.

Social Studies

Course development stemming from the *Report of the Social Studies/Social Sciences Reference Committee*, which began in 1984 with grade 8, continued through 1985 and into 1986. The grade 8 course reached the pilot stage and, in September 1985, was introduced into more than 200 pilot classrooms across the province.

Pilot editions of curriculum guides and support documents for grades 7 and 9 were developed in readiness for distribution to pilot classrooms in the 1986-87 school year.

A noteworthy feature of the programs is the development of instructional material specifically for the Saskatchewan course. Instructional material includes a *Teaching and Evaluation Strategies Guide*, an audio-visual kit for grade 8 and a *Teacher Activity Guide* and textbook for each of grades 7, 8 and 9.

The grade 8 audio-visual kit, *The Individual in Society*, won an award of excellence at the 1986 Media Festival sponsored by the Association for Media and Technology in Canada (AMTEC).

Revision of the grade 6 curriculum guide which began in November 1985, continued.

Technical Vocational Education

A revision of courses was completed in grades 10, 11 and 12 drafting, machining and welding. Curriculum guides in these areas were finalized. Work continued on the revision of the electricity-electronics course and a draft version of the guide was completed. Development of an implementation handbook for all technical-vocational courses continued.

Support was provided to a department evaluation of the technical-vocational-occupational area. Assistance and support were provided through consultative service to school divisions implementing or maintaining industrial arts and work experience programs.

Guidance

The Guidance Reference Committee was established in 1984 by the Minister of Education to assess guidance programs and services. The final report, which represents committee deliberations and recommendations for changes in the area of guidance and career education, was nearing completion.

The committee recognized students must possess skills and attitudes that will help them adjust to changes they will face in the school, home, community and work place. Issues assessed include philosophy, structure, personnel, support services, materials and handbooks.

Support to Curriculum Processes

Locally-Developed Courses

Provision exists to develop courses locally when the needs of specific students cannot be met adequately through provincially developed courses. These courses require provincial approval if students are to receive credit. During the reporting year support was provided to a large number of schools through the processing of locally-developed courses.

Approval was given for seven courses in five subject areas at the grades 8 and 9 level; 47 courses in 11 subject areas at grade 10; 34 courses in 16 subject areas at grade 11; and, 29 courses in 12 subject areas at grade 12. One hundred and seventeen courses were approved for credit.

Resource Centre

The Resource Centre provides research and reference support to departmental staff, directors and superintendents of education and, through inter-library loan, to the general public.

Production and distribution of large print books, braille books and audiotapes to visually impaired students in Saskatchewan schools are handled by the Resource Centre.

In the past year, there were 3,160 reference requests; 13,480 requests for professional materials; 561 requests for special materials; 1,414 inter-library loan requests; 517 professional titles and 116 special materials were catalogued, and 82 large print books were produced.

Materials Evaluation and Acquisition

Textbooks, 16mm films, videotapes, computer courseware and other instructional materials are evaluated for suitability as instructional resources in provincial schools.

Priority areas were English 10, 20, 30; grades 7 to 9 health; grades 1 to 3 social studies; grades 7 to 9 social studies; grades 7 to 9 mathematics; Computer Applications 10 and 20; and, Computer Science 10, 20, and 30. Evaluation of language arts, business education and division IV mathematics texts began.

Evaluations are done within the department and in co-operation with teachers, principals and school administrators who assist in field testing.

- teacher evaluators — 700
- textbooks evaluated — 136
- textbooks authorized — 38
- other materials evaluated (books, filmstrip kits, computer courseware) — 959
- 16mm films evaluated — 246
- 16mm films purchased — 230
- videotape series evaluated — 16
- videotape programs purchased — 78

Textbook Authorization

Selection of appropriate instructional materials to support courses of study is an important part of course design and maintenance. Authorization of textbooks which serve as major instructional sources is particularly significant. It identifies those materials which are used to support instruction and guide educators when they purchase materials. During the reporting period, 38 authorizations from grades 1 to 12 were formalized and announced.

Program Implementation

Beginning with the 1981-82 school year, a seconded teacher was placed in each region to act as a facilitator and co-ordinator of program implementation. These regional co-ordinators of curriculum co-ordinate teacher inservice education activities to support new or revised provincial curricula. They are available to support inservice education projects initiated by directors/superintendents and professional development committees.

Regional co-ordinators utilize and co-ordinate the services of consultants and practicing teachers having specific expertise.

Teachers recognized as having certain expertise are seconded for short periods of time from boards of education. They are involved in an intensive program designed to train them as workshop leaders. They are then available for regional and inter-regional inservice education activities.

During 1985-86, curriculum implementation workshops were undertaken in the following areas:

Computer Education: inservice education activities were held to support implementation of the Computer Applications 10 and 20 courses. During the 60 workshop days, 632 teachers received inservice training.

Core French grades 7 to 12: in 1984-85, the department implemented a new Core French 7 to 12 program, and workshops were held in all regions of the province. In 1985-86, a follow-up workshop was held. In total. there were 17 regional workshops with 411 teachers participating.

Health: the first year of the three-year phase-in of the division III health implementation plan occurred in the fall of 1985.

In September 1986, approximately 24 leaders were trained to conduct implementation workshops throughout their respective regions. Over 600 teachers participated in 28 workshops.

Home Economics: inservice education sessions were held to support implementation of the Home Economics l0 course *Towards Independent Living*. Twelve regional workshops were held with 247 participants.

Indian/Metis Education: regional co-ordinators of curriculum supported school division and school-based inservice education. The purpose of this inservice education was to increase understanding of the Indian and Metis peoples and their history and philosophy; examine materials for bias; and assist staff in analyzing the cross cultural environment in their schools. Four hundred and six teachers participated in 15 workshops.

In addition, materials developed in the north were distributed to teachers for field testing in southern school settings.

Mathematics, division IV: 1985-86 was the second year of the three-year phase-in period for Algebra 10, 20, 30 and Geometry-Trigonometry 10, 20, 30. Three hundred and sixty-nine teachers participated in 15 regional workshops. The workshops dealt with teaching strategies specific to secondary mathematics.

School Libraries Project: 60 individuals were trained to carry out needs assessment seminars for school divisions. The regional co-ordinators of curriculum served as contact person for co-ordinating workshops in their respective regions.

Social Studies, grade 8 pilot: in 1984-85, the department initiated a limited pilot of Social Studies 8. The project culminated with participants sharing their evaluations at workshops held in Regina and Saskatoon. In 1985-86, the department extended the pilot to additional sites, and approximately 200 teachers piloted the course. In total 21 workshops were held.

Special Education: assistance was provided to special education teachers at the provincial and regional levels:

- A provincial conference *Assessment of Multi-Handicapped Blind Children* was attended by 95 teachers.
- Eight regional workshops were held on a various topics with 371 participants attending.

Technical-Vocational, division IV: the department initiated plans to implement the new Technical-Vocational courses by holding a one-day leadership training session for members of the curriculum committee. Twelve teachers were trained to deliver workshops for six new courses: construction, machining, drafting, mechanics, welding and electricity-electronics.

Regional Inservice Education

In addition to provincial inservice education, several regional workshops covering a variety of topics were held. Topics included administrators' and principals' conferences, Goals of Education, division III and IV institutes, multi-grade schools, divisions I and II music and teaching strategies. Approximately 1,900 educators attended 20 workshops.

Indian and Metis Education

Five Year Action Plan

Under the continuing direction of the Indian and Metis Curriculum Advisory Committee, development continued in implementing the Five Year Plan. Three priorities are:

- integration of Indian and Metis content into the core curriculum;
- development of special programs such as Native Studies and Indian Languages; and,
- identification and development of support materials for core and special curricula.

Developments proceeded in the following areas:

Social Studies: Indian and Metis content and perspectives are being incorporated into the new division III social studies curriculum at the grades 6 and 10 levels. Inservice education sessions to support the new content were developed and delivered during the past year. A member of the Indian and Metis Curriculum Development Team continues to serve as a member of the social studies project and writing teams.

Native Studies: a pilot edition of Native Studies 10 was developed for piloting during the 1986-87 school year. Content and thematic outlines for Native Studies 20 and 30 were also developed. Projects to develop support materials for Native Studies began during the year.

English Language Arts: a member of the Indian and Metis Curriculum Development Team served on the Language Arts Assessment Project Team and raised several issues to be addressed in the assessment.

Inservice Education: sessions of the Indian and Metis Awareness inservice education package were delivered throughout the province and modules were revised to reflect evaluations of previous sessions. Development of Phase II began. Modules covering the following topics were developed for future field testing:

- strategies for teaching Indian and Metis students;
- cross-cultural communications;
- teaching language arts to Indian and Metis students;
- developing Indian and Metis parental participation in schools;
- teaching Indian philosophy through the arts; and,
- *Beyond Bias* for students.

Division III Health-Lifestyles: lesson plans and materials in support of the "Health Action" model were developed and inservice education planned.

Materials Development: development and publication of support materials for Indian and Metis education continued. *Achimoona*, a collection of short stories by and about Indian and Metis people, and a supporting teacher's guide were developed by the department. A kit for division I, entitled *The Flower Beadwork People*, was developed and produced. *Metis Development and the Canadian West*, a series of five books for division IV students was published in co-operation with the Gabriel Dumont Institute of Native Studies and Applied Research. These materials were sent to schools in the province and are available through the Saskatchewan Book Bureau. Development work on northern oriented and support materials for aesthetic education, Dene language and Native Studies began during the year. As well, the development of bibliographies for language arts teaching commenced in 1985-86.

Indian Languages: an agreement was reached with the Indian Languages Institute to conduct a needs assessment for the department in the area of Indian languages. The assessment will provide the department with options for future development based on a substantial literature review and a review of existing programs and curricula. A language assessment instrument will also be developed.

Indian and Metis Education Development Program

This program, known as IMED, provides incentive grants to school divisions to develop, implement and maintain Indian and Metis educational programming.

Eight school divisions carried out IMED programs, including Indian language and several home-school liaison programs. Evaluations of projects have shown increased student retention, attendance and graduation, considerable community impact, employment for Indian and Metis people and increased cross-cultural awareness of school staffs.

New and continuing grants were approved for the following school divisions: Prince Albert Comprehensive S.D., the three Battlefords' school divisions, Ile-a-la-Crosse S.D., Indian Head S.D., Prince Albert Rural S.D., Northern Lakes S.D., Saskatchewan Valley S.D., Cupar S.D., Sturgis S.D. and Kamsack S.D.

Community Schools

Saskatchewan had 16 community schools operating in co-operation with public and separate school divisions in Regina, Saskatoon and Prince Albert. The department provided special support for seven community schools in Regina, five in Saskatoon and four in Prince Albert.

The program's objective is to improve Indian and Metis student achievement by involving the community, including parents, in school planning and policy making and by drawing on community resources to enhance classroom activities.

In 1985-86, more than 3,700 students enrolled in community schools. Approximately 41 per cent are Indian or Metis. Attendance rates for Indian and Metis students have increased steadily since the inception of the program.

The Saskatchewan Community Schools Association held a successful conference in Regina in October 1985. Parents and staff from all 16 community schools attended.

SUNTEP

The Saskatchewan Urban Native Teacher Education Program leads to a Bachelor of Education degree.

A co-operative arrangement between Saskatchewan Education, Saskatchewan Advanced Education and Manpower, Gabriel Dumont Institute of Native Studies and Applied Research, and the Universities of Regina and Saskatchewan, governs administration of this program.

In addition to academic instruction, students learn from classroom experience and access to curriculum and instructional materials at SUNTEP centres in Regina, Saskatoon and Prince Albert. Graduates are able to combine their professional expertise with intimate and practical knowledge of cultural and community values.

By June 1986, 64 teachers had graduated from SUNTEP. Figures indicate that 64 per cent of the graduates are presently teaching. Most of the remainder are continuing university studies or working elsewhere in the education sector such as at the Dumont Institute or community colleges.

NORTEP

The Northern Teacher Education Program is a four year, off-campus, school-based teacher education program for northern residents. Successful graduates obtain a Bachelor of Education degree.

Recognized as one of the most successful models for Indian and Metis teacher education, NORTEP is funded jointly by Saskatchewan Education and the federal Department of Regional Economic Expansion.

NORTEP is operated by a legally incorporated NORTEP Council and is carried out in co-operation with the University of Regina and the University of Saskatchewan.

Approximately 90 northern residents enrol each year.

By June 1986, 86 teachers had graduated from NORTEP. Approximately 75 per cent are presently teaching, most of them in the north. Graduates not teaching pursued further studies at the university level or are working in other education related positions.

Saskatoon Native Survival School

This unique alternative school for students of Indian and Metis ancestry operates within the Saskatoon Roman Catholic Separate School Board of Education's jurisdiction. It is designed to attract Indian and Metis students who have dropped out of, or were having difficulty in, the regular school system.

Students continue with academic programs in an environment with a difference. Emphasis is placed on developing their Indian and Metis heritage, cultures and values, while learning traditional school subjects.

Ninety-one students were enrolled in the Saskatoon Native Survival School during the 1985-86 school year.

The average monthly attendance rate for school students has increased since its inception in 1980-81. Statistics from the school also show a marked improvement in the age-grade discrepancy of the students.

Forty-eight students have reached grades 9, 10 and 11 ability levels through the school. All of these students came to the Survival School well below their age/grade range. Five students completed grade 12 elsewhere and six have gone on to university. In all probability, none of these students would be continuing their education without the Survival School.

French Education

Program Overview

Designated and Core French programs are available to Saskatchewan students.

Designated Programs

Designated programs are of two types. In the Type A program, French is the language of instruction for all courses except English. This program best suits the educational needs of Francophones. During the reporting year, the number of Saskatchewan schools offering this program remained unchanged at 11, while student enrolment rose to 878, an increase of 3.2 per cent from 1984-85.

In the Type B immersion/bilingual program, more than half the total instruction is in French. New program implementation during the reporting year increased the number of schools offering this program to 46. Enrolments in Type B programs increased 26.6 per cent to 6,334 for the 1985-86 school year.

Core French Programs

Schools offering this program used French as the language of study for approximately 30 minutes per day. In 1985-86, 60,232 students received this type of French language instruction. Enrolments in Core French programs increased 15.9 per cent, almost doubling the previous year's growth.

Consultative Services

Three educational consultants assisted teachers, principals, superintendents and directors of education by providing on-going consultative services in the areas of program implementation and maintenance. One consultant also co-ordinated educational services for the francophone community.

Saskatchewan Education maintained close liaison with the Saskatchewan Association of Teachers of French, l'Association culturelle franco-canadienne de la Saskatchewan, La Commission des écoles fransaskoises, the two universities, l'Association canadienne d'education de langue française, the Canadian Association of Immersion Teachers, the Canadian Association of Second Language Teachers, the Canadian Parents for French and other organizations involved in French education.

Curriculum and Instructional Resources Development

The Curriculum and Instructional Resources Development Branch placed more emphasis on the development of instructional resources. Joint school board/department initiatives made it possible to complete 18 instructional resource packages for designated French schools and for Core French programs. In addition, nine curriculum guides were completed and are being implemented.

The following curriculum guides were completed:

- French language arts for grades 10 and 11;
- core French curriculum for grades 4 to 8;
- grade 8 social studies curriculum;
- division IV mathematics curriculum;
- revised divisions I and II mathematics curriculum;
- grades 9 and 10 science curriculum;
- division III activity guide for computer education; and,
- teachers' guide for the teaching of English in designated French schools where English is introduced at the grade 3 level.

Instructional resource packages developed are as follows:

- integrated French-social studies materials for grade 3;
- grade 4 materials for teaching spelling in French language arts;
- materials to assist grades 2 and 3 students eliminate anglicisms;
- French language arts kits for grades 9, 10 and 11;
- resource book for grades 4 to 6 core French;
- translation and adaptation of *You and Your World* for grade 8 social studies;
- teaching materials for grades 2, 6 and 8 social studies;
- teaching materials for algebra 20 and 30;
- teaching materials for grade 10 geometry-trigonometry;
- teaching materials and teachers' guide for grades 4 to 6 science;
- adaptation of the Manitoba program for division I and II physical education;
- teaching materials for division I music; and,
- a kit for the diagnosis of children requiring learning assistance and teaching materials for division I.

Annotated bibliographies for grades 8, 9 and 10 social studies and bibliographies for grades 11 and 12 social studies were prepared and distributed to all designated French schools. A bibliography of resource materials evaluated and recommended for designated French schools was updated and distributed to all schools. A catalogue of approved materials available through the Saskatchewan Book Bureau was also updated and made available to all school boards and personnel.

Workshops were organized in every region of the province to evaluate the divisions III and IV core French program. The evaluation made by teachers will serve as a basis for the revision of the program next year.

French Minority Education Services

This branch provides policy, curriculum and consultative services to Fransaskois and Anglophone communities.

Services included reviewing regulations governing designated schools to ensure they are in keeping with the intent of the *Canadian Charter of Rights and Freedoms*, and advising the Official Minority Language Office, Saskatchewan Education and the Minister of Education regarding French minority education.

Liaison was maintained with Fransaskois organizations such as College Mathieu, Association culturelle franco-canadienne, Commission des écoles fransaskoises, Association jeunesse fransaskoise, and Eau Vive, to identify short and long term needs.

French minority education curriculum and instructional resources priority areas were established.

Materials in the grades 7 to 12 designated French subject areas were developed to meet specific needs of the Fransaskois and French immersion students. Textbooks to accompany grades 7, 8 and 9 French programs were evaluated.

Consultative services were provided to region II and to the 14 Fransaskois schools throughout the province.

Research and secretarial services were provided to the Minister's Official Minority Language Advisory Committee.

Federal-Provincial Programs

The 1985-86 federal-provincial bilateral agreement brought Saskatchewan a total of $3,853,670. This federal contribution recognized some of the additional costs incurred by the province in offering minority and second language instruction.

Federal financial support has been provided under four categories.

Infrastructure Support ($1,562,825)

Assistance was provided for on-going programs and services for minority and second language instruction. In support of French programs the province provided school boards with $3.8 million for student formula maintenance and implementation grants.

Program Expansion and Development ($1,637,300)

Assistance was provided to expand existing programs, and design, develop and implement new programs. Some of these activities included:

- support for the operation of the Official Minority Language Office;
- curriculum development;
- instructional resource centres for designated schools;
- resource material development by school boards; and,
- adult non-credit French language programs.

Teacher Training and Development ($345,000)

The French Language Teacher Bursary Program, provided support to 283 teachers to attend courses or workshops on French language education or the teaching of French as a second language.

Professional development activities for teachers in all French programs included sessions for improving linguistic ability, curriculum implementation and evaluation, methodology, and teaching strategies. The Official Minority Language Office co-operated with the two Saskatchewan universities and provincial school boards to provide these services.

Student Support ($308,545)

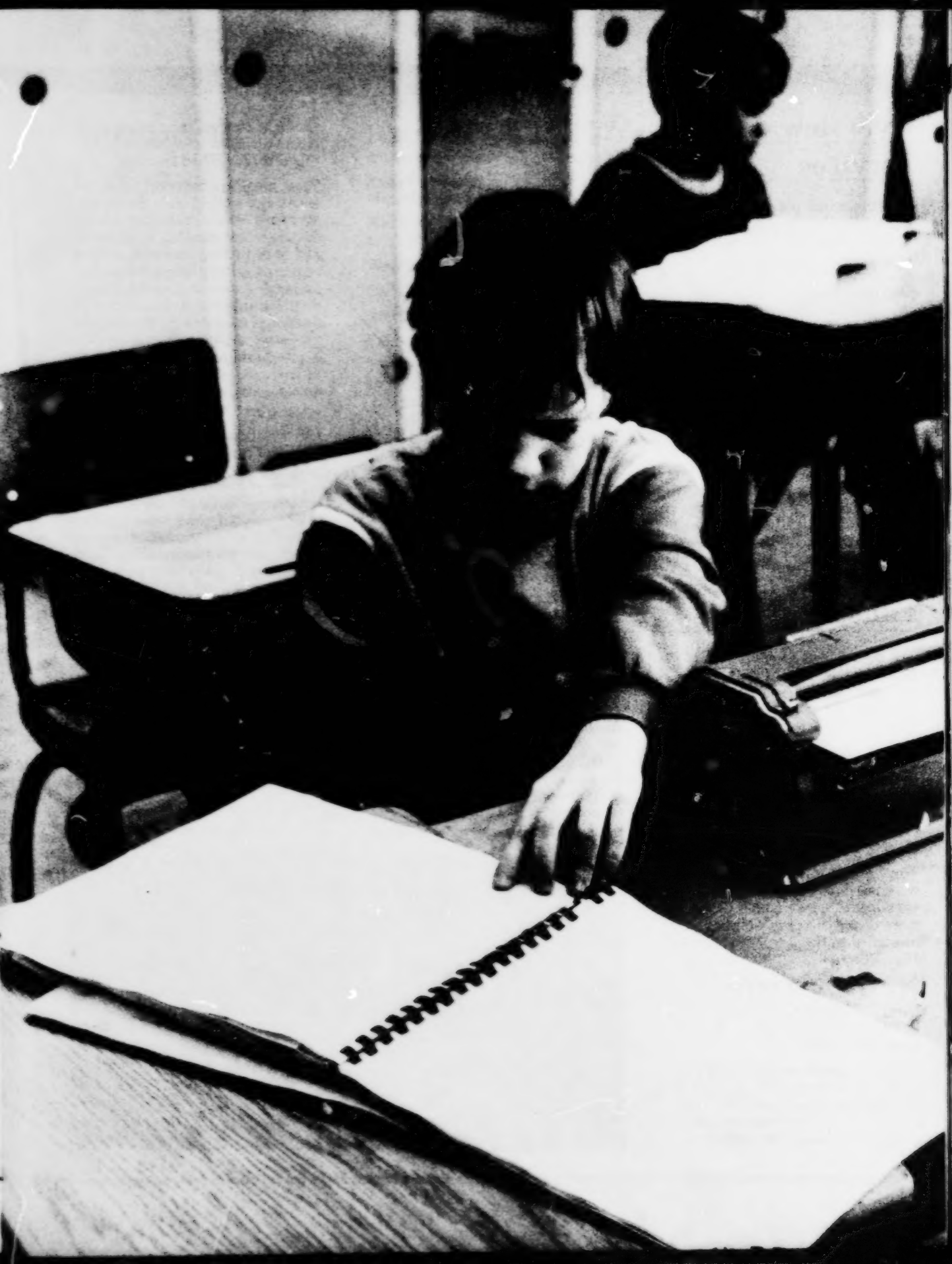
The Official Minority Language Office administers programs which offer support to post-secondary students who wish to pursue their studies in either of Canada's official languages.

The programs and the numbers participating in 1985-86 were:

- monitor program for francophones — 5*;
- second language monitor program — 32*;
- full-time monitor program — 13*;
- summer language bursary program — 240*;
- fellowship program — 160; and,
- travel bursary program — 4.

* These programs are funded by the Secretary of State through the Council of Ministers of Education, Canada.

In the 1986 school year, 60 Saskatchewan students participated in a Saskatchewan-Quebec exchange, administered jointly by the Official Minority Language Office and the Society for Educational Visits and Exchanges in Canada. An additional 65 students participated in a cultural contact program to the Province of Quebec.



Special Education

Overview of Services

Developing the potential of all students and affirming the worth of each individual have been identified as primary goals of education in Saskatchewan. Special Education seeks to ensure these goals are met through appropriate educational programs which recognize varying levels of aptitude and achievement.

The Special Education Branch, through funding, consultation, co-ordination, inter-agency liaison, and program development, assisted local school divisions to provide appropriate services to school-aged children. During 1985-86, services were provided for children with various disabilities as well as for gifted learners and their teachers.

Funding

The department recognized the extra costs associated with the provision of more intensive programs for disabled youth through four levels of incremental grants. For 1986, the low cost grant was $1,329 per student. The number of recognized students was three per cent of the enrolment in grades one through nine and one and one-half per cent of kindergarten enrolment.

Three levels of high cost grants were provided for students who were identified as having one or more of the severe disabilities identified in the Regulations under *The Education Act*.

Per student grants were:

Level I	$3,904
Level II	5,352
Level III	6,055

High cost grants were extended to programs serving 5,602 children in the 1985-86 school year. This was an increase of 709 students over the previous year. This reflects an increasing awareness of and commitment to the need to serve disabled children in appropriate educational programs.

Additional grants were provided for room and board where students required service away from the home school jurisdiction.

Program

Preschool services were offered to three and four-year-old children in four categories: visually impaired, hearing impaired, multiple handicaps and trainable mentally retarded. Services to disabled youth ranged from residential school to regular class placement with assistance from school-based resource personnel.

Two residential schools available to Saskatchewan children included the W. Ross Macdonald School, Brantford, Ontario, for children who are blind, and the R.J.D. Williams Provincial School for the Deaf in Saskatoon.

Consultative services in the areas of gifted learner education, severe disabilities, communication disabilities and physical disabilities (orthopedic, visual and chronic health impairment) were offered. Consultation varied from individual program assistance to presentation of workshops and seminars designed to address concerns of educators.

In April, a workshop on assessment of multi-handicapped blind children brought people from various disciplines together to study common concerns.

A major area of focus for the year continued to be the education of gifted learners. The highlight was establishment of a leadership and development project in gifted learner education. Forty-four school divisions participated in this project. A seconded team of Saskatchewan teacher/practitioners, highly qualified and experienced in the delivery of services to gifted children, assisted the participating school divisions in establishing programs for gifted learners.

Team members delivered inservice education, worked with the school division's internal planning teams, demonstrated teaching techniques and consulted on the acquisition of resources to support programs. In exchange for these services, school divisions supplied data on the development of their gifted learner programs. During the 1985-86 academic year, the team provided 98 inservice education days to the 44 school divisions involved.

With support from the **Education Development Fund**, many school divisions in the province initiated programs for gifted learners. With support and consultation from Saskatchewan Education, school divisions spent almost one million dollars on gifted learner or enrichment programs during 1985-86.

The Psychoeducational Assessment Clinic continued to provide comprehensive assessment and consultative service to teachers of children with hearing disabilities. Follow-up visits to schools were a primary focus of activity. The visitation team included a full-time educational psychologist with assistance from teaching staff and the audiologist at the R. J. D. Williams Provincial School for the Deaf.

The staff collaborated with the University of Saskatchewan to compile a list of resources and establish a network of teachers of children with mild intellectual disabilities. The resource list will be published in the 1986-87 school year.

Summer bursaries were provided for special education, remedial reading and gifted education. Also, major bursaries were awarded to two Saskatchewan teachers enroled in the training program at the University of British Columbia for teachers of hearing impaired students.

Interagency Liaison

Involvement with other government departments, agencies and organizations continued to be a major area of activity for the Special Education Branch. In November, the branch hosted a team of experts from Europe who, under the auspices of the Council of Ministers of Education and the Organization for Economic Cooperation and Development, toured Canada to view exemplary programs for disabled adolescents.

Transition from school to adult life was the subject of the team's study which culminated with a summative meeting in Edmonton. Saskatchewan Education was represented along with Departments and Ministries of Education from across Canada.

In May, Saskatchewan Education hosted a one-day workshop on *Core Curriculum and Special Education*. In addition to department personnel, representatives from 17 agencies and organizations involved with disabled and gifted persons attended.

Major liaison relationships are maintained by the branch with:

Saskatchewan Abilities Council;

Saskatchewan Institute for the Prevention of Handicaps;

University of Regina;

University of Saskatchewan;

Saskatchewan Association for the Mentally Retarded;

Saskatchewan Association for Bright Children;

Wascana Rehabilitation Centre;

Children's Rehabilitation Centre;

Alvin Buckwold Centre;

Council for Exceptional Children;

The Wheatlands Project for the Handicapped;

Saskatchewan Council for the Education of Gifted Learners;

Canadian National Institute for the Blind;

Association for Educators of the Hearing Impaired;

Saskatchewan Educational Psychologists' Association;

Saskatchewan Association for Children and Adults with Learning Disabilities;

Central Steering Committee, Regional Early Childhood Co-ordinating Committees;

Saskatchewan School Trustees' Association; and,

League of Educational Administrators, Directors and Superintendents.

Services to Students

Correspondence School

The Correspondence School mandate is to provide an educational service to high school students and adults throughout the province, and to Saskatchewan residents who are temporarily residing outside Saskatchewan. This mandate involves the development, publication, ongoing revisions and administration of 68 courses, grades 9 to 12 inclusive.

In 1985-86, 7,121 students were registered at the high school level. Forty per cent of enrolled students were adults. The Correspondence School was staffed by 23 permanent teachers, one temporary teacher, six permanent clerk/typists, two temporary/part-time clerks, one assistant principal and a principal.

Fifty-four per cent of active students wrote final examinations in January, June and August, achieving a pass rate of 86 per cent.

As part of the ongoing efforts to update course materials, six new one-credit courses and one one-half credit course were developed. Audio-cassette material for three of the new courses was produced.

During the 1985-86 school year, a software development project was initiated for computer-managed instruction and an examination data bank. Specifications for an upgraded student record system were also completed.

The Link, a newsletter, was launched in 1985 as one of the school's diamond jubilee year initiatives. The purpose is to provide a unifying instrument in creating a greater sense of identity for correspondence learners. The Honourable Patricia A. Smith stated that this worthy initiative helps reinforce the school's motto *No Distance Is Too Great*.

A significant new service for correspondence students was the provision of a toll-free telephone system. Students can now call the Correspondence School for assistance when they need it.

The statistical section of this report provides a detailed breakdown of the Correspondence School enrolment.

R.J.D. Williams Provincial School for the Deaf

The R.J.D. Williams Provincial School for the Deaf has served students with hearing disabilities throughout Saskatchewan since 1932. Recently a program has been established for children who are deaf-blind. This school is operated by Saskatchewan Education and offers programs for students ages three to 21 years.

Eighty-two students with hearing disabilities and 14 students who are deaf-blind were enrolled during 1985-86.

Four program areas are offered:

- pre-school/elementary;
- senior academic;
- pre-vocational/work experience; and,
- deaf-blind/special needs.

The school follows the provincial curriculum as closely as possible. Considerable emphasis is placed on developing the students' language, communication and life skills.

The school is accredited and serves kindergarten to grade 12. Over the last two years a total communication pre-school program has been provided for children with hearing disabilities and hearing children of parents who are deaf. To date, 11 children and their families have participated in the program which combines normal pre-school activities with added communication and social skills development.

Students took part in the integration program at Holy Cross High School. A new program was established at St. James Elementary School wherein students from that school joined the hearing students for various activities.

Community life and student leadership were stressed through participation in arts, crafts and sporting activities. Students participated in various organizations and programs such as:

- visual dances;
- pep rallies;
- drama;
- dance;
- Safe Grad program;
- SRC Leadership Conference; and
- Saskatoon Liaison Committee.

Fifty students boarded at the school during 1985-86. Close contact was maintained between school and the home through a house parent who takes a special interest in an individual student. Most students continue to go home every weekend and the school year is organized so students can be with their families once a month in addition to regular school holidays.

An annual two-day family workshop was held which allowed parents of pupils to share with each other in order to learn more about deafness and improve their own communication skills.

Ten students graduated from the school in 1986. Five have gone on to post-secondary programs at the community college level and five have joined the workforce.

Stay in School

Saskatchewan Education initiated an intensive awareness campaign to encourage young people to complete their education.

Rueben Mayes, a college football player from Washington State University and Saskatchewan Athlete of the Year, was chosen as advocate for the program. Mayes, born, raised and educated in North Battleford, had all the qualities needed for such an awareness campaign: he had completed high school, was in the process of completing post-secondary education, was well known and supported the ideals of a good education.

The awareness campaign used media vehicles most likely to attract the attention of young people: radio, television, bus boards, transit shelter posters, billboards and mall posters.

High School Athletics

The Saskatchewan High Schools Athletic Association (SHSAA) is a provincial association of volunteer coaches who administer and co-ordinate the co-curricular athletic program in high schools. This included the registration of teams, activity scheduling, establishment and implementation of a code of ethics, creation of competitive rules and conducting inter-district playoffs leading to provincial championships.

The association is governed by delegates from 13 member districts and is directed by a nine-member elected executive council which meets five times a year. The department provides a full-time executive director to staff the central office. The SHSAA acts as a liaison for the department in dealing with non-education sporting groups and maintains close ties with the Canadian School Sports Federation and the National Federation of State High School Activities Association.

The association's athletic program encompassed 10 sports during the 1985-86 school year. More than 30,000 high school students competed for 34 provincial championships. A total of 2,704 teams from 340 schools entered the various competitions. No new activities were added during the year.

A major policy change allowed schools with less than 40 students of the competing sex, in grades 10 through 12, to use students below the level of grade 9 in their programs. This decision was a reaction to declining enrolments and a potential loss of school programs.

Girls' soccer, implemented in 1984-85, saw a modest growth and the future looks strong for that activity.

Public relations activities were initiated in an effort to enhance the image of the SHSAA. The association worked closely with corporate sponsors to guarantee the integrity of the association while maintaining funding of the program.

The statistical section provides a four-year comparison of teams competing in badminton, basketball, cross country running, curling, football, golf, soccer, track and field, volleyball and wrestling.

Student Exchanges

Opportunities to extend education beyond the classroom are provided through several student exchanges supported and assisted by the department.

The Interchange on Canadian Studies, for senior high school students, is held each year in different locations across Canada. Saskatchewan assigns 15 delegates and a chaperone.

For the seventh consecutive year, a group of Saskatchewan students participated in an exchange with West German students. The exchange is both academic and cultural. Students travel as ambassadors for Saskatchewan to increase their fluency in German and learn about life in another country. A travel bursary was provided to each student by the department.

Negotiations were completed for administration of a program to provide 250 students with exchanges and visits to Quebec.

The American Field Service program is for students in their final year of high school or for students who wish to apply during the year between high school and university. Eligible students live with a family in a host country and attend school.

Students are selected on the basis of their interests, skills and abilities and are usually highly motivated, resourceful and articulate young people.

The department also assists in selecting schools for Project Canada Student Exchanges. Teachers in elementary schools can enrol their classes to be twinned with an Ontario class.

Saskatchewan selects and sends two students per year to Lester B. Pearson College of the Pacific for a two year international baccalaureate program. Four students are there at any one time: two first year students and two second year. A grant to assist the college in tuition fees is provided.

Student Awards

Governor-General Awards are presented to 32 Saskatchewan students annually.

Criteria for winning the award include academic standing, school attendance, conduct, leadership, athletics, public speaking and ability to co-operate.

Eleven medals are awarded for students nominated from the cities of Regina, Saskatoon, Moose Jaw and Prince Albert; four medals are awarded to students nominated from the cities of Estevan, Lloydminster, Melfort, Melville, North Battleford, Swift Current, Weyburn and Yorkton; and one medal is awarded to a student from each of 17 other geographic districts in the province.

General proficiency awards of $200, recognizing scholastic achievement, are presented to students in their final year. Each school is allowed one award for each 16 students enrolled in grade 12. Based on this ratio, high schools nominated students with the highest average in two English credits, one social studies, social studies-history, or economics credit, and two credits from other approved grade 12 subjects.

In the 1985-86 school year, 1,252 students received general proficiency awards.

Transcripts and Evaluations

Transcripts of high school marks from out-of-province students are evaluated by the department to help determine where students should be placed in Saskatchewan schools.

During the reporting year, approximately 1,200 out-of-province students requested evaluations. Certificates of 168 students taking music from recognized music schools and conservatories were evaluated and the students were granted standing. One hundred and sixty-two students were granted standing in Cadet Training.

A total of 106,453 transcripts of high school marks were issued to universities, post-secondary institutions, students and teachers.

Consultative services were provided to the public on high school requirements, admission requirements to post-secondary institutions and equivalent standing granted by other provinces to Saskatchewan students.

Saskatchewan Alcohol and Drug Liason Program

Saskatchewan Education supported activities under the liaison program. During 1985-86, Saskatchewan Education assisted the activities of four liaison committees, the Provincial Safe Graduation Program and the Saskatchewan Interagency Council on Smoking and Health.

The four liaison committees provided a forum for students and community leaders to meet and discuss a variety of programs and activities addressing the issue of alcohol and drugs at the community level.

The Provincial Safe Graduation Program experienced its most successful year. The provincial committee was awarded the Saskatchewan Child and Youth Safety Award for its work in preventing accidents among Saskatchewan young people. In addition, there were significant decreases in accidents and legal charges.

The Saskatchewan Interagency Council on Smoking and Health was able to stage a very active National Non-Smoking Week throughout Saskatchewan.

Student Guidance Information System

The Student Guidance Information System (SGIS) is made available to Saskatchewan students through the Sask-Ed-Net system. SGIS provides on-line retrieval of career related information.

Over 600 careers supported by Saskatchewan training and programs were referenced. Career requirements reflected Saskatchewan based requirements, and were referenced to almost all post high school programs offered in the province. The information from this database is available 24 hours per day and may be accessed through any of the 13 Sask-Ed-Net nodes.

School Telecasts

For 30 weeks, one-half hour programs were aired on school days through the school telecast service offered by Saskatchewan Education in co-operation with the Canadian Broadcasting Corporation (CBC).

These telecasts covered a range of topics, including current events, Indian and Metis peoples, safety education, language arts, mathematics, French, science, social studies, environmental studies and the arts.

A Fine Science, Part I was aired on school telecasts during the 1985-86 school year. The program illustrates the state of the art in science and technology in Saskatchewan. Individual topics include forest fire control, biotechnology, reintroduction of rare species of animals to Saskatchewan, preservation of wildlife habitat and water management. *A Fine Science* was co-produced by CBC Regina and Saskatchewan Education with assistance from Saskatchewan Science and Technology.

A Fine Science Part I has won two awards: an Award of Merit at the 1986 Association for Media and Technology in Education in Canada (AMTEC) Media Festival, and an Honourable Mention at the 1986 Saskatchewan Film and Video Showcase.

Jilin Art Exchange

A collection of student art from the Chinese province of Jilin was displayed in several school divisions and art galleries throughout Saskatchewan. More than 80,000 students and adults used the opportunity to view the 200 pieces of art depicting life as seen through the eyes of Jilin students.

At the same time, approximately 200 pieces of student artwork from Saskatchewan were being displayed in China.

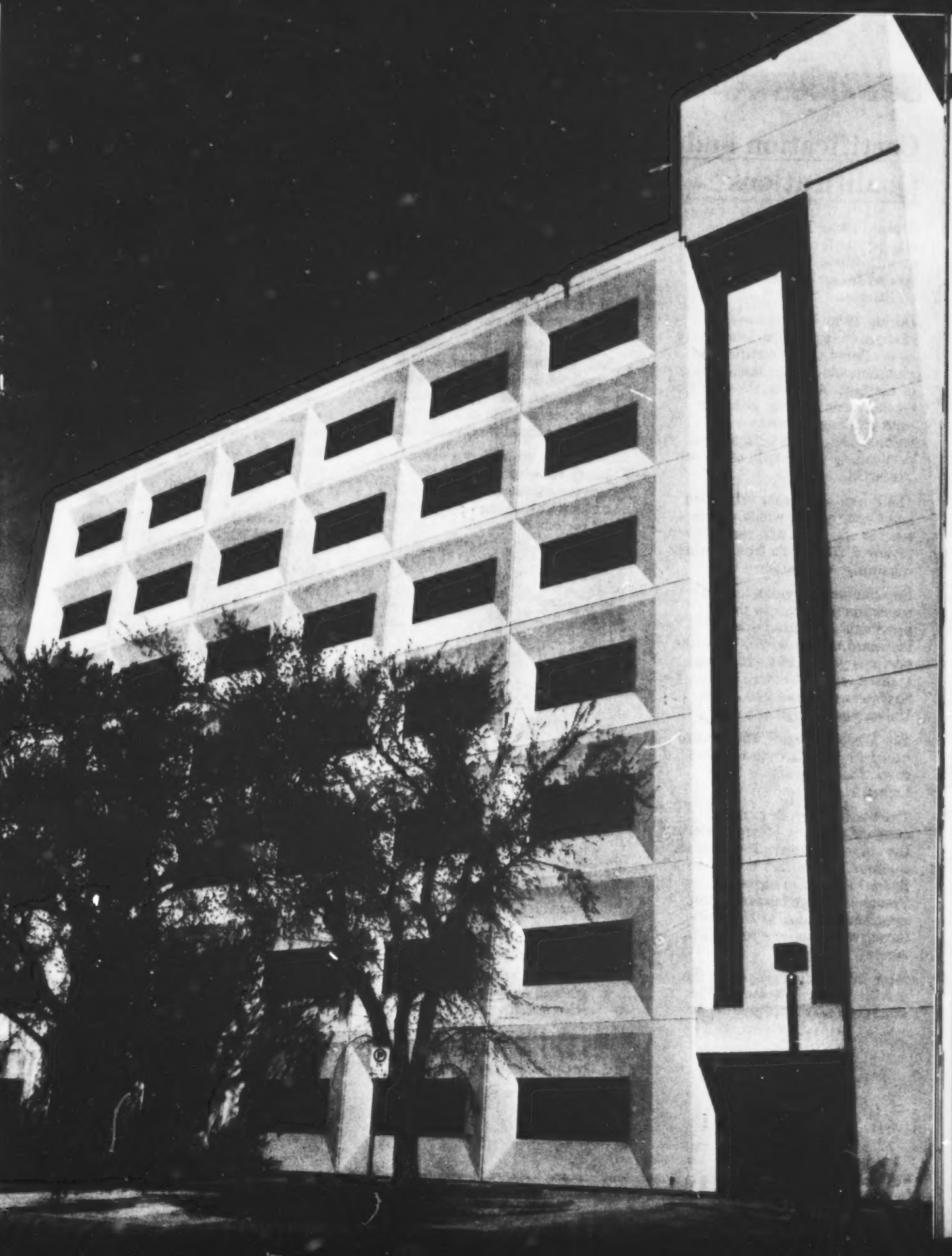
This art exchange is just one part of a larger cultural exchange between Saskatchewan and China.

Youth in Government Seminar

In the fall, Saskatchewan Education and Advanced Education and Manpower jointly hosted a seminar for students. The purpose of the seminar was to examine government processes and how issues are handled.

Each school division was given the opportunity to send one high school student. While at the seminar all students met with elected government officials, toured the Legislative Building and debated issues in the legislature.

Formal evaluation of the seminar demonstrated that it exceeded the objectives originally set. Another is planned for the next school year.



Services to Teachers

Certification and Qualifications

Saskatchewan Education is responsible for assessing teacher qualifications, and all matters related to issuing teachers' certificates.

During 1985-86, there were no changes in regulations which may have altered either certification requirements or the classification of teachers. An adequate supply of teachers was evident, although some staffing problems were encountered in specialized areas, particularly in the field of French education.

The Board of Teacher Education and Certification, which oversees teacher education and certification, reviewed 20 appeals from teachers regarding certification.

Enrolments in regular teacher education programs in the province's two universities increased overall by 262 from the previous year. 1,994 education students at the University of Saskatchewan, and 916 at the University of Regina.

The Teacher Classification Board heard 12 appeals from teachers. Of these, four were allowed at a higher level.

Teacher Services Branch was assigned the duty of administering the summer Bursary Program for teachers. In addition to long-term Special Education bursaries and French language bursaries, this program provided $100,000 as incentive to teachers to enrol in summer classes.

More information regarding the teaching force is located in the statistical section of this report.

Teacher Accreditation

Accreditation allows teachers to determine final marks for students in grade 12 subjects for which such privileges have been granted. Approximately 1,200 practising teachers in Saskatchewan have been accredited.

Approximately 40 per cent of all grade 12 final marks are set by accredited teachers. The other 60 per cent of marks are set through departmental examinations and teacher assigned marks on a 50-50 basis.

Consultative services for requirements teachers must fulfill to become accredited are provided and records of accredited teachers are maintained.

Inservice Education on Evaluation

The provincial inservice education teacher training program on student evaluation was designed to:

- enhance teacher skills and abilities on student evaluation;
- improve the validity and reliability of student evaluation procedures;
- extend the range of evaluation procedures used;
- link assessment with programming decisions;
- improve the comparability of grading systems from school to school; and,
- focus attention on the need to regard evaluation as a function broader than grading.

A handbook on student evaluation is available.

Teacher Collective Bargaining

A provincial collective agreement between Saskatchewan teachers and boards of education and the provincial government was concluded October 22, 1985.

The teachers' superannuation plan was subject to several changes which extended recognition for pension purposes to teaching service at technical schools and additional service outside Saskatchewan. Recognition for maternity, paternity and adoption leave of up to one year was also added to the plan. The period for transfer to the Annuity Plan from the Formula Plan was extended to June 30, 1988. Teachers were given the opportunity to make "additional voluntary contributions" to the plan.

A government-funded dental plan for teachers was implemented effective January 1, 1986.

Boards of Reference

Boards of Reference are semi-judicial bodies established to provide an independent review of reasons for the termination of teacher contracts.

Eight applications were received from teachers requesting boards of reference under *The Education Act* to investigate the termination of their contracts. Five applications were withdrawn by the applicants; a board of reference was established in the remaining three which confirmed the termination in one instance and continued the contract in the final two cases.

Provincial Computer Inservice Education Project

The Provincial Computer Inservice Education Project is jointly sponsored by Saskatchewan Education and SaskCOMP. Participants attended four days of structured workshop experiences.

Eighty teachers enrolled in this project. They are expected to present additional workshops based on the experiences.

Directions Network

Directions Network was a quarterly newsletter produced by Saskatchewan Education to keep educators and their communities informed about activities related to the implementation of *Directions*.

The objectives were to:

- provide a regular forum for sharing news, suggestions, and information about what the education community is doing to implement *Directions* recommendations; and,
- provide a vehicle for schools and school divisions to exchange ideas on projects and programs initiated to improve schools.

blue

Services to Schools

Book Bureau and Media Services

The Saskatchewan Book Bureau and Educational Media Services were amalgamated into one branch during the reporting year. This move was undertaken to make better use of the resources.

Book Bureau and Media Services offers a 16mm film loan service to schools and the public, an audio and video tape duplication service and technical facilities to assist Saskatchewan producers of educational programming. The branch also serves the province as a retail distributor of school textbooks, workbooks, reference books and related non-print materials for use in Saskatchewan schools and the Correspondence School.

Dial-a-Film

The media collection contained 3,134 film titles, 1,608 video programs, 761 audio programs and 81 multi-media kits.

Over 94,000 media resources were loaned throughout Saskatchewan during the 1985-86 year. These figures are outlined in the statistical section of this report.

Tape Duplication

The tape duplication service experienced a 53 per cent increase in video and audio duplication over the previous year. Educational systems received 14,123 video and 687 audio duplications; government departments and agencies 4,360 video and 24,799 audio; non-profit organizations 1,893 video and 2,445 audio; and commercial clients 630 video and 830 audio. Total duplications were 21,006 video and 28,761 audio programs.

Technical Facility

During the reporting year technical facilities were provided for the production of 128 programs. Fifty-two programs were produced for government departments and agencies; 43 for non-profit organizations; 23 for educational institutions; and 10 for commercial clients.

Retail Distribution

School books were purchased directly from publishers at discount prices and sold to school divisions, teachers and students at minimum cost.

A transportation rate of $4.07 per hundred weight, without minimum weights, pick-up or delivery charges, was established through tender. This rate was applicable to all shipments coming out of Toronto and Montreal. The Saskatchewan Technical Institute in Moose Jaw, the Wascana Institute of Applied Arts and Sciences in Regina and the Kelsey Institute of Applied Arts and Sciences in Saskatoon were included in the contract.

Stock inventory of school books at year end was $1,274,709. Sales totalled $4,291,387, an increase of approximately three per cent. A net income of $132,856 was transferred to Saskatchewan Education's appropriation.

Sask-Ed-Net

Sask-Ed-Net is a network of microcomputers based at the school division level. There are 13 nodes operating in 10 school divisions. They provide connection to 99 schools and more than 18,000 students. Students and the general public can access this network to use its messaging and software distribution capabilities and gain access to the Student Guidance Information System.

Education Week

Education Week 1986 was celebrated March 2 to 8. The theme, *Education. Taking Action Together... Today* recognized the role played by the provincial partners in education. During the week, activities acknowledged the co-operative nature of the educational structure in our province and emphasized public awareness and involvement at the classroom level.

Education Week posters were distributed to schools and education agencies in Saskatchewan. School children received a book mark as a reminder of the week. Participating schools received certificates of recognition.

Activities promoting Education Week were co-ordinated by the provincial Education Week Committee which includes representatives from Saskatchewan School Trustees' Association; Saskatchewan Teachers' Federation; Saskatchewan Advanced Education and Manpower; Saskatchewan Education; Saskatchewan Federation of Home and School Associations; Saskatchewan League of Educational Administrators, Directors and Superintendents; the University of Regina, and the University of Saskatchewan.

Driver Education

During the 1985-86 year, a number of initiatives in Driver Education were undertaken.

Work continued on the development of an enriched course of studies in driver education.

A five-week driver instructor preparatory course, co-sponsored by the department and the Saskatchewan Technical Institute, was held in Moose Jaw during July and August 1985.

The Saskatchewan Driver Educators' Association continued to provide valuable assistance in advancing the aims and objectives of Saskatchewan's driver education through co-sponsorship of a major driver and traffic safety symposium.

Consultative services were provided on all aspects of the driver education program including interpretation of department policy, program, staffing and delivery.

Driving Without Impairment

The Driving Without Impairment (DWI) Program is an innovative educational program designed to address, at the community level, serious problems associated with drinking and driving. Although supported by the department, the strength of the program is drawn from local groups in more than 40 Saskatchewan communities.

The 16-hour course, taught by trained community members, consists of formal lectures, group discussions, films and resource speakers. It addresses a wide range of topics related to alcohol, other drugs and driving.

In addition to meeting with every DWI group in the province, consultative services continued to be provided on demand.

A provincial conference involving program co-ordinators and representatives of local DWI committees was held in Bruno, Saskatchewan in September. Over 50 representatives attended and returned to their communities eager to assume leadership roles in furthering the aims and objectives of the DWI Program.

Grade 12 Examinations

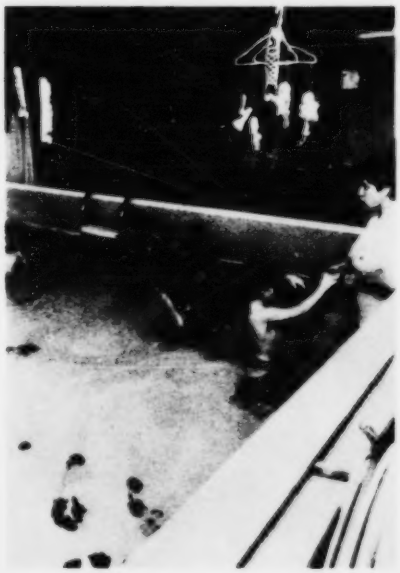
Saskatchewan Education administers examinations for grade 12 students instructed by nonaccredited teachers.

Department examinations are written in January, June and August.

Traditional examinations were prepared for four subjects at the grade 12 level while machine scored examinations were prepared for 19 subjects. Over the three sittings, a total of approximately 27,000 papers were marked.

Over 600 writing centres were provided in-province and 17 out-of-province over the three sittings.

More details are available in the statistical section of this report.



Administrative Services

School Administration

Saskatchewan Education provides administrative and advisory support services to boards of education and the public on school law, land transfers and school division/sub-division boundary changes.

During the reporting year, land transfers were made involving the following divisions:

- Outlook School Division No. 32 and Eston-Elrose School Division No. 33;
- Tisdale School Division No. 53 and Tiger Lily School Division No. 54;
- Kerrobert School Division No. 44 and Wilkie School Division No. 59;
- Broadview School Division No. 18 and Arcola School Division No. 72;
- Kamsack School Division No. 35 and Yorkdale School Division No. 36; and,
- Buffalo Plains School Division No. 21, and Thunder Creek School Division No. 78.

Land previously not included in any school division was added to Meadow Lake School Division No. 66.

Alterations were made to sub-divisions of the following school divisions:

- Yorkdale School Division No. 36;
- Deer Park School Division No. 26;
- Arcola School Division No. 72;
- Assiniboia School Division No. 69;
- Weyburn Central School Division No. 73;
- Rosetown School Division No. 43;
- Kinistino School Division No. 55; and,
- Indian Head School Division No. 19.

New sub-divisions were established in the following school divisions:

- Tiger Lily School Division No. 54; and,
- Cupar School Division No. 28.

A sub-division was disestablished in Arcola School Division No. 72.

Wolseley St. Ann's Roman Catholic Separate School Division No. 14 was disestablished.

Paynton School Division No. 102 petitioned the Minister of Education for a reduction in the number of board of education members to five from six.

Lands in Broadview School Division No. 18 and Arcola School Division No. 72 were removed from the school divisions as a result of being designated as Indian reserve land.

Educational Relations Board

The Educational Relations Board serves in an advisory capacity to help parties resolve disagreements arising from negotiations of collective agreements. It also administers boards of conciliation and appoints mediators or arbitrators when required.

During the reporting year, the board included J. Gordon Goodfellow and D. Jim Phillips, representing the Saskatchewan School Trustees' Association (J. G. Goodfellow was replaced during the year by George Marcenko); Karen Rongve and Susan Bates, representing the Saskatchewan Teachers' Federation; and Ronald Barclay Q. C., chairman. Ronald Barclay Q. C. was appointed a Judge of the Court of Queen's Bench for Saskatchewan during the year under review and consequently resigned from the board. A replacement had not been nominated by the end of the reporting year.

Four requests for the appointment of a mediator and two for establishment of a conciliation board were considered.

The Educational Relations Board is responsible for designating employees as being out of the scope of the provincial collective bargaining agreement. The board received six requests to designate persons employed as out-of-scope.

Regional Offices

Saskatchewan Education's regional offices are located in eight centres: Weyburn, Swift Current, Yorkton, Saskatoon, Melfort, North Battleford, Regina, and La Ronge.

The regional offices are often the first point of contact for parents, school divisions and the general public for a variety of education related matters.

Regional offices assist school divisions with establishing programs in special education, approving funding and monitoring existing programs.

In co-operation with the Curriculum Development Division, the offices are responsible for creating an awareness of departmental thrusts in curriculum development and helping implement new courses of study.

Requests from school divisions for capital projects receive initial consideration at the regional level. As well, information used to generate grants to school divisions is received and reviewed.

Regional offices assist with interpretation of educational legislation, regulations, and department policies.

Upon establishment of the **Education Development Fund**, regional offices were responsible for approval of funding applications.

The department employs one half-time and five full-time district superintendents of education to serve school divisions which do not have a locally employed director of education.

In the northern region, La Ronge office, the superintendent has responsibilities related to the Ile-a-la-Crosse, Uranium City, and Creighton School Divisions. This region has an additional role with respect to the development, preparation and distribution of some northern and native curriculum materials.

Northern Style, a newspaper for Northern Saskatchewan's young people is also produced and distributed by the office. In lieu of special education services found in an established shared-services area, three contractual staff work out of the La Ronge office.

Small School Divisions and Private (Alternative) School Superintendents

During the year under review, the department employed one superintendent of education to supply supervisory, advisory and support services to boards, staff, parents and students of certain small school divisions and private schools. Other private schools received supervision under arrangements with directors or superintendents of neighbouring school divisions.

In 1985-86, total enrolment in private residential high schools was 1,908 (this includes College Mathieu in Gravelbourg). Enrolment in private alternative elementary programs was 1,007, and 45 in private schools with specialized programs (Alta Vista High School and Ranch Ehrlo).

Educational Boundaries Commission

The Educational Boundaries Commission, as provided for in Sections 15 to 17 of *The Education Act*, investigates and makes recommendations on school division boundary matters referred to it by the Minister of Education.

The members of the commission at the beginning of the reporting year were J. Gordon Goodfellow, Chairman, William Werezak and Linda Hornung. At the end of the term, the membership of the commission was increased to five members and the following persons were appointed: William Werezak, Chairman, Clayton Hobman, Judy Voelk, Margaret Banadyga, and Alvin Vinge.

Judy Voelk resigned her commission during the year under review and was replaced by Thelma Wright.

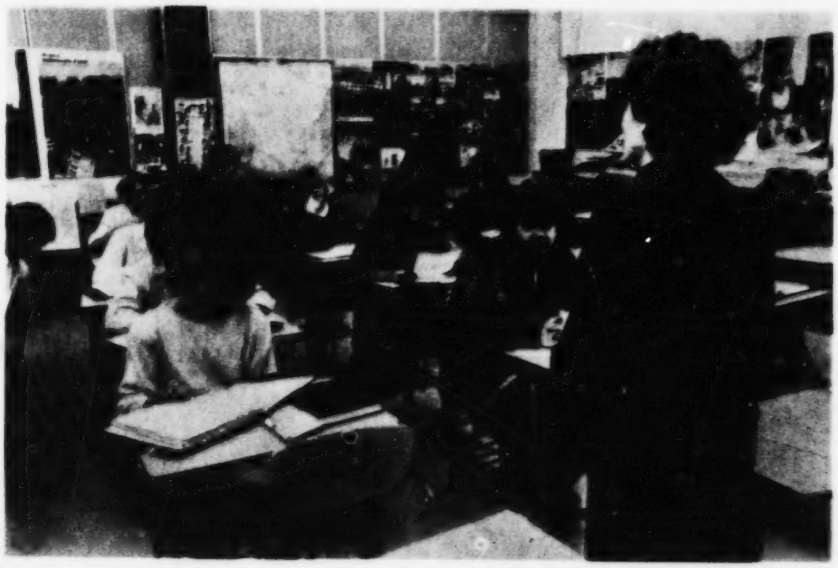
There were no referrals during the year under review.

Information Bureau

The Information Bureau continued to implement cost saving measures in production of print materials for the department. This was achieved by facilitating tendering of all publications and implementing new technologies in pre- and post-production phases.

Services to the department and the Teachers' Superannuation Commission included writing, editing, typesetting, illustration, design, layout, and supervision of production and printing projects. Over 900 print jobs were produced in whole or in part by the Information Bureau.

The bureau provided advice on departmental communiccation strategies, public communications, public relations and advertising.



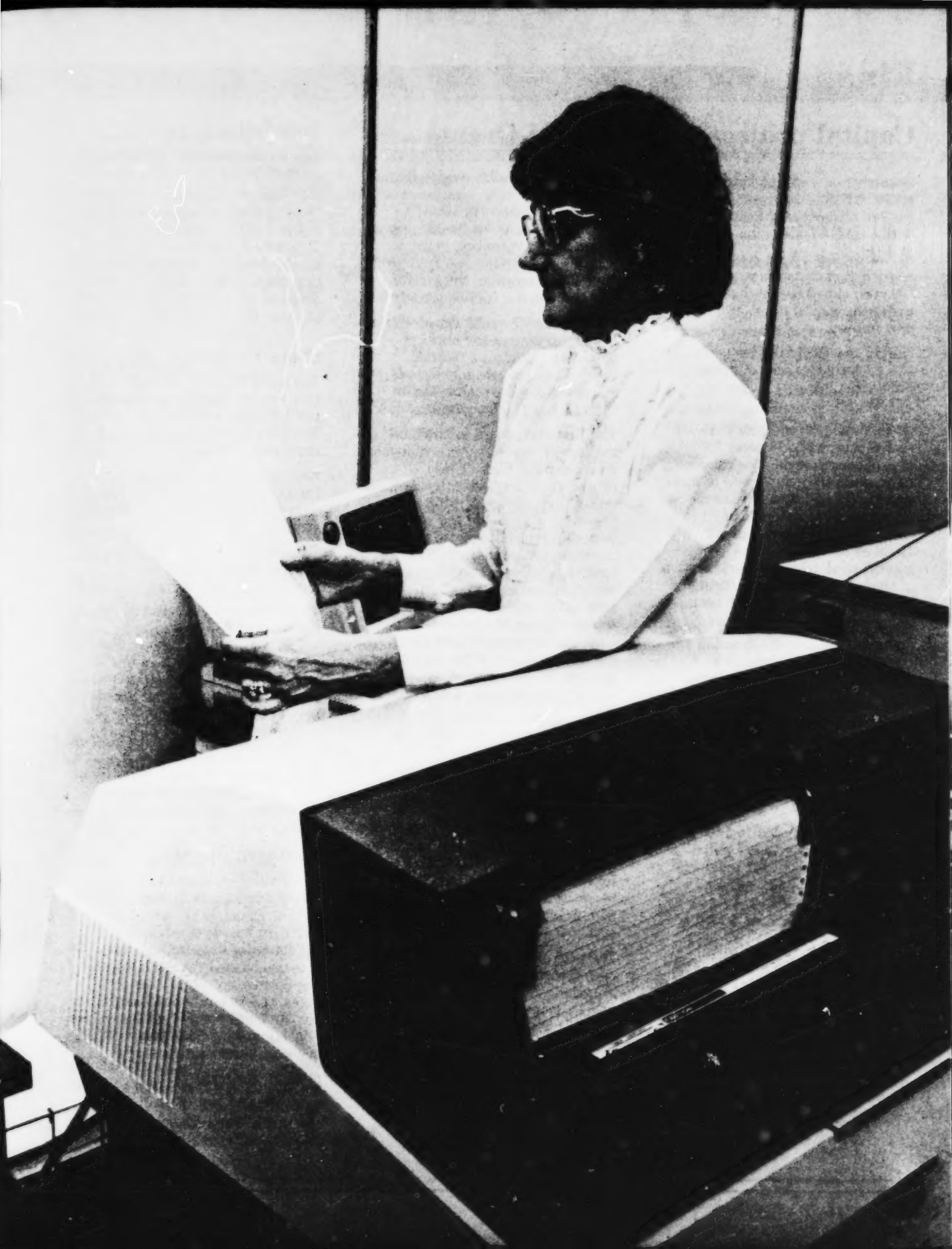
Legislation

During the year under review, *The Education Act* was amended by *The Education Amendment Act, 1986* which, in addition to several housekeeping amendments, made the following changes:

- clarified that the returning officer for board of trustee elections is to be appointed by the board of education in consultation with the board of trustees; and,

- clarified access to school records of a student by the student's parent or guardian.

The Department of Education Amendment Act, 1986 provided several housekeeping amendments to the *Department of Education Act, 1983.*



Capital projects

Construction and financing of school facilities are responsibilities the provincial government shares with boards of education.

An average of 90 per cent of school construction costs are paid by the Government of Saskatchewan under the capital grant program now in place.

During the 1985-86 school year, 166 projects received approval at a total estimated cost of $77,571,861.

Of this total, 35 projects were for roof repairs while 70 were for capital construction. The remaining 61 projects were approvals to meet specific construction needs such as repairs to laminated beams, asbestos removal and making facilities accessible to the handicapped. The statistical section of this report provides a further breakdown of construction costs.

Some 61,354 square metres were approved for new construction and 10,909.1 square metres were approved for major renovations.

The average approved cost, including consultants' fees but excluding unfixed furniture, equipment, land costs and external works, was $723.97 per square metre for new work and $437.24 for renovations.

Approval was granted to 166 construction projects estimated to cost $78 million. Direct provincial grants amount to $12 million. Projects include new schools for Moose Jaw, Regina, Saskatoon and Macrorie.

School Grants

Boards of education receive funds from three sources: local revenue collected via property taxes, provincial grants via Saskatchewan Education's foundation grant formula and tuition fees from other boards of education, the federal government and individuals.

The foundation grant distributes provincial monies to boards of education based on a formula designed to provide equality of educational opportunity. The formula has two components.

The first component is based on recognized expenditures established on a per pupil basis. These expenditures represent the costs school divisions incur while providing a desirable and realistic level and range of educational programs. Administration, teaching, building operation and maintenance, non-capital furniture, equipment, renovations and repairs, transportation to special events, bank charges and interest expenses are all considered expenses for the purpose of these grants.

The other part of the formula recognizes revenues which measure a board of education's ability to pay. Revenue totals are based partly on property assessments which are equalized to ensure comparability of assets from jurisdiction to jurisdiction.

This principle of equalization forms the basis of the foundation formula. The greater the difference between recognized expenditures and ability to pay, the larger the grant.

The goal of this formula is to ensure each school system provides a realistic level and range of programs and services without an unduly high local tax rate.

In 1985-86, total school grants amounted to $347,306,900. The statistical section shows total grant figures from 1980 — 1986.

Foundation Grants

The foundation grant formula for 1986 included per pupil rates of:

	Major urban divisions	Other school divisions
Kindergarten	$1,244	$1,267
Divisions I & II	2,415	2,454
Division III	2,624	2,670
Division IV	2,979	3,028

Other Factors

The rural per pupil transportation rate was set at $111 and the daily per kilometre rate was set at $126. The allowance to parents was 20.1 cents per vehicle kilometre.

Rates for second language instruction and special education were increased from the previous year.

The small schools factor rates and method of calculation are unchanged from the previous year.

The formula for calculating enrolment decline remained unchanged. Students attending comprehensive schools in Melville, Prince Albert, Estevan and Swift Current were included in the enrolment decline calculation of their home school jurisdiction.

The computational mill rate used in 1986 foundation grant calculations was 48.0 mills for all school divisions.

Northern Boards of Education

In the 1986 grant formula, factors used to calculate the grant for northern boards of education reflect those used in the south. The rate established for the basic per pupil rates, computational mill rates, sparsity rate and recognition for the locally employed director of education were those used in rural school divisions in the south. Additional recognition was introduced to assist with excessive operational costs of teacherages in the north. The recognition included the amount of the expenditure in

excess of costs over those for teacherages in southern school divisions.

In 1985-86, the basic per pupil rates increased for division I from $1,207 to $1,267; divisions I and II from $2,337 to $2,454; division III from $2,543 to $2,670; and division IV from $2,884 to $3,028.

Grants to Educational Agencies

Saskatchewan Education issues grants to various agencies providing services for Saskatchewan students.

These include provincial and national educational associations and organizations representing special interests in education.

The following is a list of grants to educational agencies in 1985-86:

- Gabriel Dumont Institute (SUNTEP)

  $879,290;
- Council of Ministers of Education

  $45,360;
- Canadian Education Association

  $34,070;
- R.J.D. Williams Provincial School for the Deaf — Home and School

  $5,000;
- Lester B. Pearson College of the Pacific

  $11,700;
- University of Saskatchewan, Principals' short course

  $1,000;
- Association of School Business Officials of Saskatchewan

  $1,000;
- Saskatchewan Federation of Home and School Associations

  $10,000;
- Overseas Book Centre

  $3,000;
- Canadian National Institute for the Blind

  $20,150;
- Education Week Committee

  $4,000;
- League of Educational Administrators, Directors and Superintendents

  $2,000;
- West German Student Exchange

  $8,000;
- Saskatchewan Association of Teachers in German

  $2,000;
- L'Association D'Education et Langue Francois

  $1,080;
- Family Life Saskatchewan

  $3,500;
- Terry Fox Canadian Youth Centre

  $16,100;
- Council for Exceptional Children

  $500;
- Public Legal Education Association

  $5,000;
- Northern Teacher Education Program

  $1,292,140;
- Wheatlands Project

  $6,000;
- Saskatchewan School Trustees' Association

  $3,000; and,
- Saskatchewan High School Athletic Association

  $5,000.

Board of Education Expenditures

Board of education operating expenditures as well as 1985 revenue fund receipts and disbursements are found in the statistical report section.

Tax arrears at year end 1985 were $38,834,960 as compared to $30,182,374 at year end 1984. This represents an increase of approximately $8.7 million in tax arrears.

Propositions sur la politique des programmes d'études
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The Flower Beadwork People
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La Chronique
Saskatchewan
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Table 1
Comparative statement of enrolment for all organized schools, 1980-86

Grade	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Kindergarten	14,960	15,254	15,727	15,733	16,375	16,408
Grade 1	16,469	16,455	16,808	17,113	17,162	17,542
Grade 2	15,230	15,302	15,524	15,905	16,109	16,134
Grade 3	15,282	14,995	15,248	15,260	15,732	15,794
Grade 4	15,355	15,081	14,998	15,176	15,192	15,554
Grade 5	15,345	15,137	15,062	14,942	15,140	15,098
Grade 6	15,482	15,010	15,077	15,043	14,889	14,913
Grade 7	15,732	15,753	15,500	15,367	15,249	14,978
Grade 8	15,349	15,117	15,352	15,118	15,032	14,883
Grade 9	15,692	14,625	14,782	15,041	14,862	14,857
Grade 10	15,869	14,805	14,047	14,113	14,494	14,255
Grade 11	15,348	14,399	13,864	13,168	13,160	13,357
Grade 12	14,298	14,253	13,812	13,687	12,884	13,112
Other	3,850	3,261	2,980	2,886	2,947	3,023
Total	204,261	199,447	198,781	198,552	199,227	199,909

Note: figures in this table do not include students enrolled in the correspondence school, private schools, the R.J.D. Williams Provincial School for Deaf, or government-aided schools. Kindergarten at full and excluding Alberta students.

Table 2
Enrolment for all organized schools, 1980-86

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Rural	94,179	91,869	90,926	90,320	89,977	89,478
Town & Village	5,989	4,477	4,553	4,516	4,564	4,562
Urban	98,359	97,277	97,822	98,388	99,418	100,555
Northern Saskatchewan	5,734	5,824	5,480	5,328	5,301	5,314
Total	204,261	199,447	198,781	198,552	199,227	199,909

Note: figures in this table do not include students enrolled in the correspondence school, private schools, the R.J.D. Williams Provincial School for the Deaf, or government-aided schools. Kindergarten at full and excluding Alberta students.

Table 3
Enrolments, teachers and school divisions, 1985-86

Rural	Enrolment	Teachers	Schools
Arcola	1,773	111	9
Assiniboia	1,262	87	9
Battle River	1,780	115	11
Battlefords	1,405	80	7
Biggar	1,086	74	9
Blaine Lake	1,007	68	5
Borderland	1,109	79	6
Broadview	1,384	96	6
Buffalo Plains	2,353	142	11
Canora	1,128	66	6
Cupar	1,635	103	7
Davidson	1,066	71	7
Deer Park	681	48	7
Eastend	775	58	6
Estevan Rural	1,008	69	8
Eston-Elrose	1,299	89	8
Gull Lake	727	47	6
Herbert	1,156	84	11
Hudson Bay	1,707	106	8
Humboldt	1,849	130	15
Indian Head	1,642	101	7
Kamsack	1,213	82	9
Kerrobert	1,530	98	10
Kindersley	1,774	103	8
Kinistino	1,162	73	6
Lanigan	1,291	84	10
Last Mountain	1,546	101	10
Leader	976	74	10
Long Lake	1,318	86	7
Maple Creek	1,157	80	12
Meadow Lake	2,538	154	12
Moosomin	1,581	96	6
Nipawin	2,693	154	12
Northern Lakes	1,622	105	7
Outlook	1,436	99	10
Oxbow	1,334	80	10
Parkland	1,866	121	10
Potashville	2,367	143	13
Prairie View	1,078	78	8
Prince Albert Rural	2,108	138	13
Radville	705	45	7
Regina (East)	1,158	75	7
Rosetown	1,574	104	12
Saskatchewan Valley	4,010	219	15
Saskatoon (East)	2,171	133	10
Saskatoon (West)	2,671	168	14
Shamrock	1,562	93	8
Shaunavon	1,107	78	11
Sturgis	1,319	89	10
Swift Current Rural	851	64	10
Thunder Creek	1,296	78	10
Tiger Lily	1,201	74	6
Tisdale	1,940	117	12
Turtleford	1,333	84	8
Wadena	2,208	129	12
Wakaw	1,409	94	7
Weyburn	834	55	8
Wilkie	1,369	94	9
Wood River	793	57	11
Yorkdale	1,545	96	11
Total	89,478	5,719	561

Rural, town and village	Enrolment	Teachers	Schools
Christ King R.C.S.S.D.	146	9	1
Grande Coulee	66	4	1
Gray	12	1	1
Lemberg	143	12	1
Mankota Lady Fatima	48	3	1
Mathieu R.C.S.S.D.	91	8	1
Neudorf	137	11	1
Paynton	122	8	1
Pense	132	7	1
St. Alphonse R.C.S.S.D.	55	4	1
St. Gabriels R.C.S.S.D.	186	10	1
St. Olivier R.C.S.S.D.	112	7	1
Spiritwood R.C.S.S.D.	141	7	1
Unity R.C.S.S.D.	215	12	1
Wilcox	49	3	1
Wilkie R.C.S.S.D.	212	14	1
Balcarres	499	31	2
Gravelbourg	394	26	2
Grenfell	370	26	2
Humboldt	184	13	1
Humboldt R.C.S.S.D.	571	33	2
Humboldt CI	384	22	1
Wolseley	293	18	2
Total	4,562	289	28

City	Enrolment	Teachers	Schools
Estevan	1,101	68	5
Estevan R.C.S.S.D.	597	37	4
Estevan Comp	611	36	1
Lloydminster	1,313	79	10
Lloydminster R.C.S.S.D.	406	20	4
Melfort	1,381	83	4
Melville	626	31	4
Melville R.C.S.S.D.	382	20	1
Melville Comp.	444	27	1
Moose Jaw	5,152	304	15
Moose Jaw R.C.S.S.D.	1,491	92	6
North Battleford	2,228	122	6
North Battleford R.C.S.S.D.	1,463	87	6
Prince Albert	3,914	231	12
Prince Albert R.C.S.S.D.	2,495	162	11
Prince Albert Comp.	1,561	80	1
Regina	23,891	1,330	68
Regina R.C.S.S.D.	9,695	563	39
Saskatoon	22,050	1,249	53
Saskatoon R.C.S.S.D.	10,871	612	35
Swift Current	2,138	136	8
Swift Current R.C.S.S.D.	249	15	2
Swift Current Comp.	1,037	53	1
Weyburn	1,644	93	6
Weyburn R.C.S.S.D.	415	20	2
Yorkton	2,560	161	8
Yorkton R.C.S.S.D.	840	54	4
Total	100,555	5,765	317

Table 3
Enrolments, teachers and school divisions, 1985-86

Northern Saskatchewan	Enrolment	Teachers	Schools
Creighton	456	27	1
Ile-a-la-Crosse	352	23	1
Northern Lights	4,483	253	31
Uranium City	23	1	1
Total	5,314	304	34
Provincial Total	199,909	12,077	940

Note: Does not include government-aided, private or developmental centre schools.

Table 4
Enrolments for organized schools, 1985-86

Grade	Rural divisions	Village and town divisions	City divisions	Northern Sask. schools	Gov't aided schools	Dev. centres	Private schools	Total
Kindergarten	7,160	441	8,261	547	16	0	60	16,485
Grade 1	7,913	477	8,489	663	23	0	131	17,696
Grade 2	7,420	442	7,766	506	19	0	99	16,252
Grade 3	7,392	459	7,455	488	22	0	108	15,924
Grade 4	7,174	392	7,525	463	22	0	93	15,669
Grade 5	7,171	384	7,098	445	22	0	108	15,228
Grade 6	7,133	372	7,031	377	15	0	96	15,024
Grade 7	7,215	343	7,039	381	18	0	145	15,141
Grade 8	7,095	309	7,131	348	11	0	125	15,019
Grade 9	6,879	259	7,372	347	0	0	366	15,223
Grade 10	5,914	232	7,919	190	0	0	521	14,776
Grade 11	5,462	219	7,553	123	0	0	536	13,893
Grade 12	4,916	190	7,911	95	0	0	590	13,702
Other	634	43	2,005	341	25	52	165	3,265
Total	89,478	4,562	100,555	5,314	193	52	3,143	203,297

Table 5
Correspondence School — high school enrolment, 1985-86

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Adults	127	526	602	1,608	2,863
School age	653	1,393	1,118	1,094	4,258
Total students	780	1,919	1,720	2,702	7,121
Type A service	836	2,505	2,389	3,281	9,011
Type B service	370	643	538	823	2,374
Total (A & B)	1,206	3,148	2,927	4,104	11,385

Type A service refers to the number of students registered for full instruction. Line 4 above displays the total number of courses for which these students were enrolled.

Type B Service refers to the number of correspondence courses purchased by teachers, school boards and community colleges for use as teaching aids and for students taught in local schools with the aid of correspondence courses.

Table 6
Enrolments in French language programs, 1985-86

Program	Kgtn.	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
French language schools for Fransaskois	192	453	303	118	76	1,142
Immersion/bilingual for Anglophones	1,444	2,753	1,171	489	213	6,070
Core French	779	5,608	13,638	45,211	8,634	60,232
Total	2,415	8,814	15,112	45,818	8,923	67,444

Table 7
Enrolment for private and alternative schools, 1980-86

Year	Private high schools	Private (alternative) elementary programs	Total	Enrolment
1980-81	11	20	31	2,470
1981-82	11	25	36	2,742
1982-83	10	30	40	2,463
1983-84	10	33	43	2,807
1984-85	10	33	43	2,816
1985-86	9	39	47	2,968

Table 8
Educational services to children with disabilities, 1985-86

Special services	Nature of disability* TMR	ED	VI	HI	OH	LD	CHI	MH	Total
Special equipment	0	0	1	6	9	1	0	3	20
Consultant with equipment	1	2	3	2	9	7	1	0	25
Teacher aide	104	56	9	21	49	26	26	47	338
Itinerant teacher	13	43	16	50	10	658	12	10	812
Resource room	100	113	38	93	20	2,509	22	9	2,904
Part-time special class	63	41	3	23	3	70	8	22	233
Full-time special class	276	98	3	31	18	72	6	66	570
Special school	189	82	2	3	28	17	6	143	470
Developmental centre	11	2	0	0	1	0	0	142	156
Special boarding school	20	23	0	0	0	0	0	0	43
Homebound instruction	0	1	0	0	1	0	6	0	8
Other	0	0	0	14	6	0	2	1	23
Total	777	461	75	243	154	3,360	89	443	5,602

*Totals include students designated as: TMR: Trainable Mentally Retarded; ED: Emotionally Disturbed; VI: Visually Impaired; HI: Hearing Impaired; OH: Orthopaedically Handicapped; LD: Learning Disabled; CHI: Chronic Hearing Impaired; MH: Multiple Handicapped

Table 9
Grade 12 examinations
January semester, 1980-86

Year	Candidates	Papers marked	Candidates completing the grade
1980	14,993	8,640	660
1981	14,898	8,706	693
1982	14,500	8,827	699
1983	13,000	9,375	706
1984	12,900	8,382	589
1985	13,000	7,844	561
1986	13,256	8,004	519

Table 10
Grade 12 examinations
June semester, 1980-86

Year	Candidates	Papers marked	Candidates completing the grade
1980	18,838	19,489	10,966
1981	15,056	20,150	11,400
1982	14,500	19,896	11,437
1983	13,000	18,743	10,968
1984	12,900	18,743	10,675
1985	13,000	17,705	10,197
1986	13,256	17,698	10,209

Table 11
Grade 12 supplemental examinations
August, 1980-86

Year	Candidates	Papers marked	Candidates completing the grade
1980	449	640	70
1981	303	418	56
1982	499	643	116
1983	510	575	168
1984	476	676	123
1985	484	667	137
1986	356	456	120

Table 12
A three year comparison of teams competing in the SHSAA program

	1983-84	1984-85	1985-86
Badminton	288	292	296
Basketball — A girls	75	83	72
A boys	69	62	57
AA girls	51	45	45
AA boys	31	34	31
AAA girls	19	26	22
AAA boys	19	24	16
AAAA girls	17	10	17
AAAA boys	16	11	17
AAAAA girls	17	17	17
AAAAA boys	17	17	17
Cross country running	146	146	147
Curling — girls	256	257	261
boys	272	264	269
mixed	251	248	259
Football — 6 man	36	36	31
9 man	22	22	23
AAA 12 man	12	13	29
AAAA 12 man	19	6	16
AAAAA 12 man		16	
Golf — sand	33	35	27
grass	53	54	62
Soccer — AA	19	18	15
AAAA	29	28	31
girls		31	36
Track and field	302	301	319
Volleyball — A girls	168	182	188
A boys	150	160	160
AA girls	63	57	56
AA boys	45	44	47
AAA girls	33	34	36
AAA boys	21	22	21
AAAA girls	25	24	24
AAAA boys	14	14	14
Wrestling	30	38	35
Total teams	2,618	2,671	2,704

Table 13
Teaching staff, 1980-86

Year	Number of teachers	Net increase or decrease
1980-81	11,578	−1
1981-82	11,671	+93
1982-83	11,968	+297
1983-84	11,999	+31
1984-85	12,078	+79
1985-86	12,077	−1

Note: Beginning in 1982-83, schools operating under the administration of the Department of Northern Saskatchewan were transferred to Saskatchewan Education and are included in this table.

Since 1985, teachers employed by the Lloydminister School Division and Lloydminster Roman Catholic Separate School Division have been prorated to the proportion that Saskatchewan students represent of total enrolment in Lloydminster school divisions.

These figures include central office professional staff, superintendents, directors and consultants, but not DND and Government aided schools.

Table 14
Teachers employed, 1985-86

Class	Rural divisions	Village and town divisions	City divisions	DND and gov't aided	Northern divisions	Total
VI	194	5	572	0	10	781
V	1,100	54	1,482	11	59	2,706
IV	3,169	152	2,975	33	164	6,493
III	564	41	373	1	55	1,034
II	591	35	290	5	12	933
I	12	1	7	1	0	21
C	13	0	1	0	1	15
Other	76	1	65	1	3	146
Total	5,719	289	5,765	52	304	12,129

Note: Since 1985, teachers employed by the Lloydminster School Division and Lloydminster Roman Catholic Separate School Division have been prorated to the proportion that Saskatchewan students represent of total enrolment in Lloydminster school divisions.

Table 15
Teachers' average salaries, 1980-86

Year	Salary grid	Average salaries
1980-81	1981	25,297
1981-82	1982	29,214
1982-83	1983	31,650
1983-84	1984	33,198
1984-85	1985	33,675
1985-86	1986	34,988

Table 16
Teachers' average salaries, 1985-86
1986 salary grid exclusive of special allowances

Class	Rural divisions	Village and town divisions	City divisions	Northern divisions	Total average
VI	$42,214	$43,702	$42,943	$40,430	$42,640
V	37,504	39,199	39,000	35,777	38,126
IV	34,422	34,332	35,456	32,730	34,801
III	28,094	28,351	27,668	25,889	27,759
II	26,264	26,383	26,032	24,856	26,185
I	23,934	23,934	21,086	0	23,416
C	18,237	0	18,237	0	18,237

Table 17
Teachers — percentage distribution by classification, 1985-86

Classification	Percentage
Class VI	6.42
Class V	22.28
Class IV	53.67
Class III	8.49
Class II	7.65
Class I	0.17
Class C	0.12
Other	1.20

Table 18
Teacher recruitment from other Canadian provinces
April 1, 1985 to March 31, 1986

Provisional Certificates	British Columbia	Alberta	Manitoba	Ontario	Quebec	Nova Scotia	New Brunswick	Prince Edward Island	New found-land	Total
Standard "A"	1	0	0	0	0	0	0	0	0	1
Standard "B"	0	0	0	0	0	0	0	0	0	0
Professional "A"	21	50	20	45	14	7	4	3	1	165
Professional "B"	2	0	2	3	2	0	0	0	0	9
Vocational	2	0	0	0	0	0	0	0	0	2
Technical Teachers	0	0	0	0	0	0	0	0	0	0
Total	26	50	22	48	16	7	4	3	1	177

Table 19
Teacher recruitment from other countries
April 1, 1985 to March 31, 1986

Provisional Certificates	South Africa Cape Town	United States	Total
Standard "A"	0	0	0
Standard "B"	0	0	0
Professional "A"	1	11	12
Professional "B"	0	4	4
Vocational	0	0	0
Technical Teachers	0	0	0
Total	1	15	16

Table 20
Certification
College of Education students
April 1, 1985 to March 31, 1986

Certificates	No. Issued
Standard "A"	27
Standard "B"	0
Professional "A"	439
Professional "B"	0
Vocational	16
Technical	0
Total	482
Probationary certificates as of June 30, 1986 (including 139 for substitute teachers)	213

Table 21
Capital projects approved, 1985-86

Roof repairs	$ 4,197,381
Unfixed furniture, equipment, land and external works	5,514,461
Major renovations	4,336,253
New construction	41,512,681
Total estimated cost (including fees):	$77,571,861

Table 22
Grants to schools, 1980-86

Grants to schools	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Operating	$235,621,591	$258,651,878	$298,398,300	$333,949,960	$349,432,069	$328,347,200
Building and repairs	8,796,943	10,440,268	14,664,490	8,789,999	11,985,260	12,259,700
Education Development Fund						6,700,000
Total	$244,418,534	$269,092,164	$313,062,790	$342,739,959	$361,417,329	$347,306,900

Table 23
1985 revenue fund receipts and disbursements for all schools under the administration of Saskatchewan Education

	Northern divisions	Village, and town divisions	City divisions	Rural divisions	Total
Revenue					
Net proceeds of taxes and grants in lieu of taxes	$ 1,630,211	$ 6,437,596	$166,670,345	$156,246,024	$330,984,176
Provincial grants	21,132,973	8,833,142	156,385,199	194,603,278	380,954,592
Tuition fees	3,833,153	1,541,062	27,659,879	12,611,618	46,076,831
Other educational services	38,421	0	1,147,744	1,000	1,187,165
Ancillary services	518,305	0	2,170,004	910,911	3,607,340
Miscellaneous revenue	465,417	232,032	7,169,584	4,237,883	12,104,916
Total revenues	$27,618,480	$17,483,071	$361,202,755	$368,610,714	$774,915,020
Expenditures					
Administration	$ 1,256,279	$ 469,187	$ 8,244,908	$ 9,596,736	$ 19,567,110
Instruction	13,056,119	11,015,898	249,025,251	224,610,072	497,707,340
Plant operation and maintenance	4,680,759	1,504,274	43,784,030	32,490,437	82,459,500
Payments to other divisions	2,681,406	1,517,612	14,718,337	14,694,554	33,611,909
Conveyance and related services	786,083	1,103,970	5,463,754	51,390,321	58,744,128
Ancillary services	999,086	1,586	2,150,887	304,277	3,455,836
Annual debt charges	806,763	1,583,735	25,990,341	23,525,494	51,906,333
Contributions to capital	145,931	51,730	5,194,139	4,310,543	9,702,343
Reserves	592,266	75,561	3,104,651	3,618,178	7,390,656
Other educational services	883,968	0	1,481,634	292,004	2,657,606
Total expenditures	$25,888,660	$17,323,553	$359,157,932	$364,832,616	$767,202,761

Table 24
School divisions as of June 30, 1986

Public school divisions, rural	78
R.C.S. school divisions, rural	11
Public school divisions, urban	12
R.C.S. school divisions, urban	11
Total	112

Table 25
1985 statement of assets and liabilities for all schools under the administration of Saskatchewan Education

	Northern divisions	Village, town and divisions	City divisions	Rural divisions	Total
Capital assets					
Land, buildings and equipment	$22,190,807	$20,458,904	$436,133,857	$422,141,734	$ 900,925,302
Other capital assets	3,389,654	643,208	25,418,399	22,373,738	51,824,999
Revenue assets					
Cash on hand and in bank	1,085,388	2,193,565	15,832,522	29,618,326	48,729,801
Due from taxes	1,176,208	1,146,290	12,757,978	24,813,493	39,893,969
Due from grants	1,713,495	636,928	4,975,253	6,743,236	14,068,912
Accounts receivable	2,879,697	155,432	4,471,706	4,863,034	12,369,869
Other assets	421,453	346,964	18,328,255	5,202,634	24,299,306
Total assets	$32,856,702	$25,581,291	$517,917,970	$515,756,195	$1,092,112,158
Capital liabilities					
Debentures not due	$4,858,917	$ 4,424,883	$111,010,803	$ 77,631,729	$197,926,332
Other capital liabilities	1,543,690	693,833	17,047,158	18,036,506	37,321,187
Revenue liabilities					
Bank overdraft and loan	3,356,680	338,924	1,600,481	9,662,546	14,958,631
Deferred teachers' salaries	50,988	156,777	1,604,803	3,311,149	5,123,717
Accounts payable	2,240,654	286,064	14,258,449	6,168,786	22,953,953
Debentures overdue	0	3,110	533,748	463,504	1,000,362
Other revenue liabilities	898,598	246,104	10,584,046	9,437,033	21,165,781
Total liabilities	$12,949,527	$6,149,695	$156,639,488	$124,711,253	$300,449,963
Debentures registered in 1985-86					$30,815,000

Table 26
Dial-A-Film activity, 1985-86

Client	Requests received	Number of shipments	% of requests actually shipped	Films returned late
Schools	96,963	72,272	75	14,759
Government aided schools	958	702	73	93
Saskatchewan/Alberta funded schools	890	900	100	153
Federally-funded schools	8,130	5,602	69	1,420
Community colleges	3,039	2,248	74	504
Other*	18,594	12,519	67	3,583
Total	128,574	94,243	73	20,512

*Other consists of adult borrowers, Wascana and Kelsey Institute, University of Regina and Saskatchewan, libraries, etc.

Note: More than 250 films were returned damaged to Educational Media Services in 1985/86.

Table 27
1985 board of education operating expenditures

	($ Millions)			
	1984	1985	Increase	% Increase
Gross expenditures	729.2	767.2	38.0	5.2
Exclude payment to other divisions	695.5	733.6	38.1	5.5

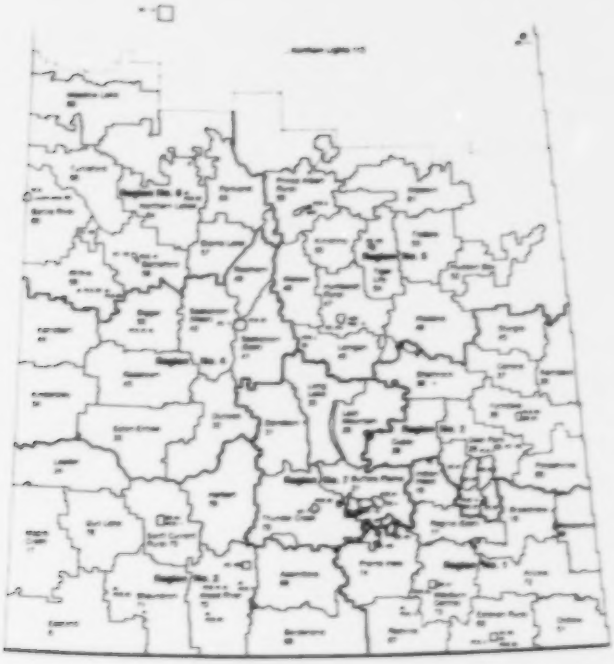
The following is a comparision of some expenditure categories:

	($ Millions)			
	1984	1985	Increase	% Increase
Instruction	474.2	497.7	23.5	5.0
Plant operation and maintenance	79.9	82.5	2.6	3.3
Administration	17.6	19.6	2.0	11.3
Conveyance and related services	55.2	58.7	3.5	6.4

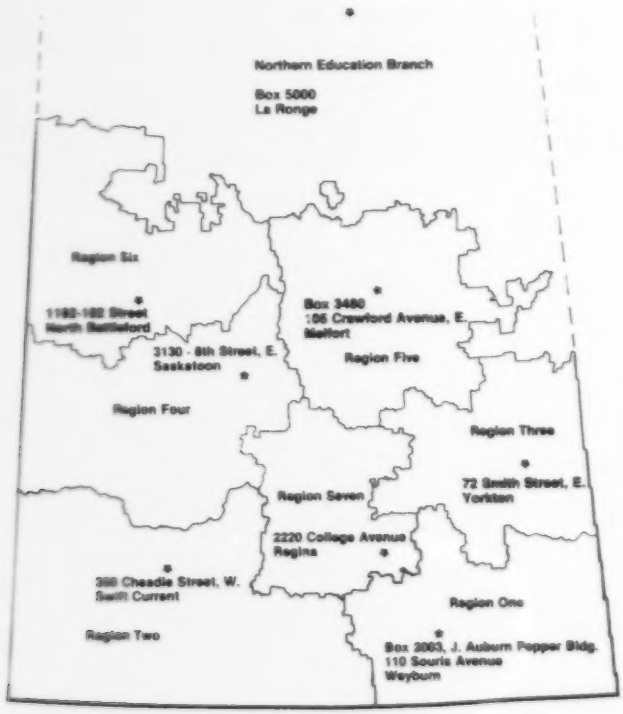
Table 28
Inservice activities, 1985-86

	No. of workshops	No. of participants	Total cost
Computer education	60	632	$17,130
Core French, grade 7 to 12	17	411	7,980
Health, division III	28	600	33,433
Home economics	12	247	10,380
Indian/Metis education	15	406	8,581
Mathematics, division III	15	369	13,370
Social studies, grade 8	21	200	29,300
Special education	9	466	5,450
Technical-vocational	1	25	2,653
Other — regional	20	1,900	5,400
Total	198	5,256	$133,677

Saskatchewan school divisions



Educational regions 1985-86



* indicates Regional Office

1985-86 Major Capital Projects